

A Quality Rating System
for Child Care in Indiana



Policy Manual

Version 1.8
7/1/2014

Paths to QUALITY

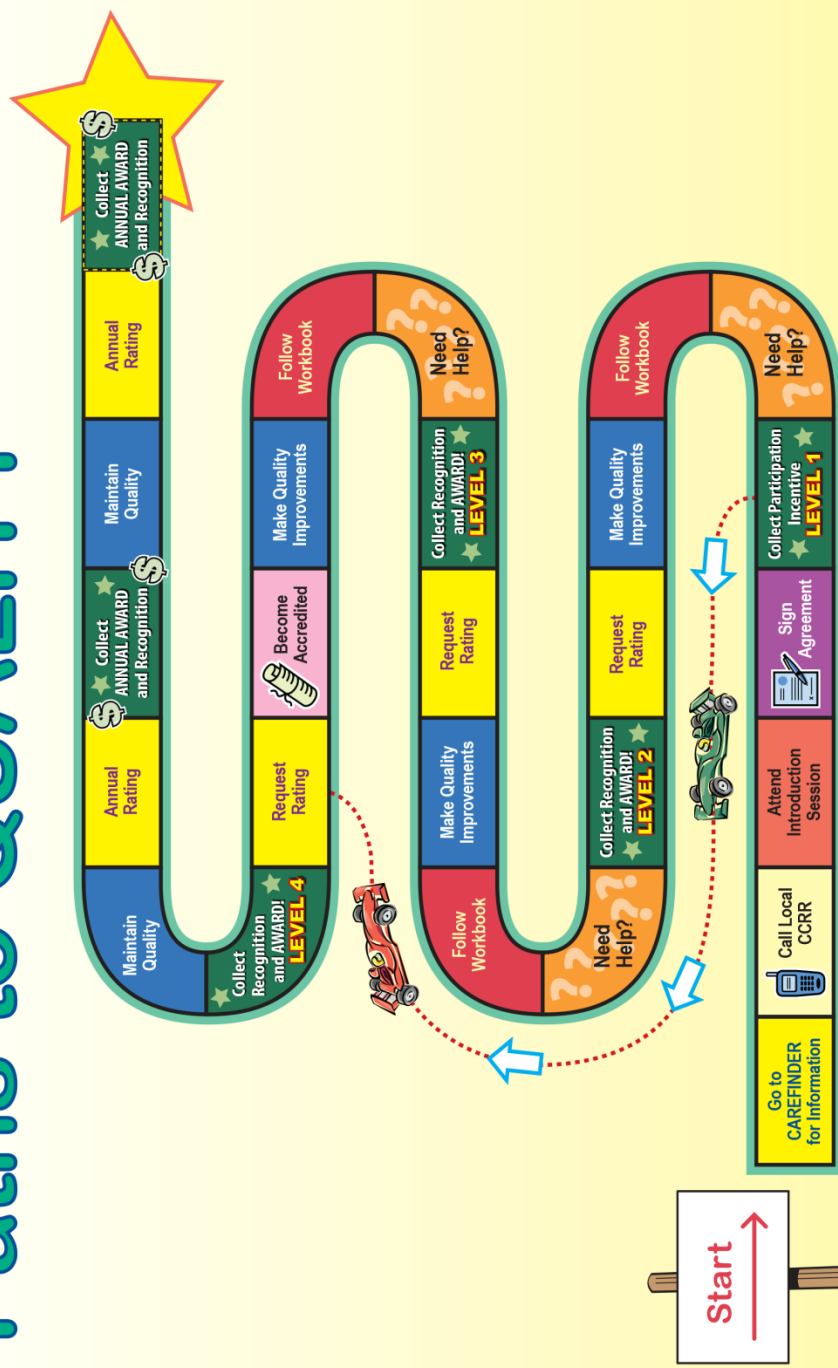
The graphic illustrates two paths to quality, represented as winding roads with cars. The top path leads to a star labeled "Collect ANNUAL AWARD and Recognition". The bottom path leads to a star labeled "Collect ANNUAL AWARD and Recognition". The paths are divided into sections with various steps like "Maintain Quality", "Annual Rating", "Request Rating", "Make Quality Improvements", "Follow Workbook", and "Need Help?". The bottom path includes a "Sign Agreement" step and a "Call Local CCRP" step.

Top Path:

- Maintain Quality
- Annual Rating
- Collect ANNUAL AWARD and Recognition
- Maintain Quality
- Annual Rating
- Collect ANNUAL AWARD and Recognition

Bottom Path:

- Go to CAREFINDER for information
- Call Local CCRP
- Attend Introduction Session
- Sign Agreement
- Collect Participation Incentive LEVEL 1
- Need Help?
- Follow Workbook
- Make Quality Improvements
- Request Rating
- Collect Recognition and AWARD! LEVEL 3
- Need Help?
- Follow Workbook
- Make Quality Improvements
- Request Rating
- Collect Recognition and AWARD! LEVEL 2
- Need Help?
- Follow Workbook
- Make Quality Improvements
- Request Rating
- Collect Recognition and AWARD! LEVEL 4



The Paths to QUALITY™ Policy and Procedure Manual is designed to provide a consistent operating structure for successful implementation of the Paths to QUALITY™ Quality Rating System process.

Acknowledgements

The following organizations and stakeholders have contributed to and supported the development and implementation of Indiana's Quality Rating System,

Paths to QUALITY™

Indiana Family and Social Services Administration (FSSA)
Office of Early Childhood and Out of School Learning (OECOSL)

Indiana Association for Child Care Resource and Referral (IACCRR)

Indiana Association for the Education of Young Children (Indiana AEYC)

TCC Software Solutions (TCC)

Purdue University Child Development and Family Studies
College of Consumer and Family Sciences

Early Childhood Alliance (ECA)

4C of Southern Indiana, Inc.

A project of the Indiana Family Social Services Administration,
Office of Early Childhood and Out of School Learning

Table of Contents

INTRODUCTION	1
A Brief History of Indiana’s QUALITY Rating and Improvement System	3
Paths to QUALITY™ Goals	5
GENERAL INFORMATION	5
Paths to QUALITY™ Roles and Responsibilities.....	6
Key State and Local Partners	8
Paths to QUALITY™ System.....	10
Paths to QUALITY™ Logic Model.....	11
PATHS TO QUALITY™ PROCESSES	11
Provider Eligibility	12
Non-Discrimination Statement	13
Confidentiality Statement.....	13
Introduction Session	14
Enrollment Process	15
Enrollment Process for Providers Grandfathered from Pilot Counties	16
Enrollment Process for Providers with Multiple Sites	17
Enrolled Providers Moving from a Class I to Class II Home License	18
Provider Re-enrollment	18
Quality Improvement Period	19
Transition from Level 3 to Level 4.....	20
Coordination between Partners during Provider Transition	21
Recovering Decals and Certificates.....	25
Provider Participation Status	26
Provider Compliance Issues	28
Data Change Requests	31
PROVIDER RATING	31
Rating Process.....	32
Request for Rating	32
Rating Visit	33

Results of Rating Visit	37
Level Approval.....	37
Appeals Process	29
PROVIDER SUPPORT AND PROFESSIONAL DEVELOPMENT	38
Coach Support.....	39
Provider Professional Development Requirements	40
Provider Education Requirements.....	41
Provider In-Service Training Requirements	46
Summary of paths to quality™ professional development standards for homes	48
Summary of paths to quality™ professional development standards for centers	49
Summary of paths to quality™ professional development standards for ministries	50
Summary of paths to quality™ incentives and awards.....	51
PATHS TO QUALITY™ MARKETING	54
Paths to QUALITY™ Marketing Policy	55
Paths to QUALITY Logo and Trademark.....	56
Misuse of Paths to QUALITY Logo or Marketing Materials	56
Paths to QUALITY Display Signs	57
GLOSSARY	59
APPENDICES.....	66
Appendix A Paths to QUALITY™ Roll-out Schedule	67
Appendix B Step by Step Procedures for Transition from Level 1 to 2 and Level 2 to 3	69
Appendix C Step by Step Procedures for Transition from Level 3 to 4.....	72
Appendix D Step by Step Procedures for Raters	78
Appendix G Child Care Centers Major Violations	88
Appendix H Child Care Homes Major Violations	93
Appendix I Unlicensed Registered Ministries Major Violations	96
Appendix J Paths to QUALITY™ Brand Guidelines	99
Appendix K Approved Accrediting Bodies	110
Appendix L Provider Education Requirements Flowchart	111
Appendix M Steps to Change Provider Charges after CCDF Reimbursement Rate Increase	11110

Paths to QUALITY™ Forms

- Education and Training Summary Forms
 - Credit-Based Education Summary Form *updated 7/1/14*
 - In-Service Training Summary Form
 - Non-Credit-Based CDA Training Summary Form
 - FOUNDATIONS Training Summary Form
 - Independent Study Summary Form
- Enrollment Form
- Memorandum of Agreement
- Non-ECE Course Equivalent Verification Form
- Provider Incentive Choice Form
- Questionnaire
- Request for Data Change
- Sign Compliance Agreement
- Sign Loss/Damage Report
- Talent Release Form

Introduction

Paths to QUALITY™ - Indiana's Child Care Quality Rating System

Research shows that high quality early learning experiences prepare children for future success in school, work and life. From birth through age 5 is the most important time for growth of the human brain. A child's brain develops in response to the child's experiences by building neurological networks in reaction to the environment.

A child's experiences in a child care program can significantly contribute to that brain development and the future success of the child. High quality child care facilities are essential not only to Hoosier children, but also to their families and to the communities in which they live. Parents need stable, high quality care in order to be productive at work. They count on their child care program to provide high quality learning experiences to support their efforts as their children's first teacher during the hours they must be apart from their children. Elementary schools need children who are entering school prepared and ready to succeed. Businesses need a high quality work force both now and in the future. In fact, studies have even shown that high quality early childhood experiences reduces the future crime rate. High quality child care programs are essential to everyone.

In order to improve the quality of early child care and education environments, states across the nation are using Quality Rating and Improvement Systems (QRIS), such as the one here in Indiana, Paths to QUALITY™. In fact, every state in the country is at some phase of development of a QRIS, ranging from planning to statewide implementation. Quality Rating and Improvement Systems assess the quality of care within a program, work to improve that quality level, and give families an easy to recognize symbol of quality that makes the difficult decision of choosing child care simpler. These systems also provide an accountability measure for funding and create an alignment between licensing, subsidy and quality across child care, Head Start and the Department of Education's early learning guidelines.

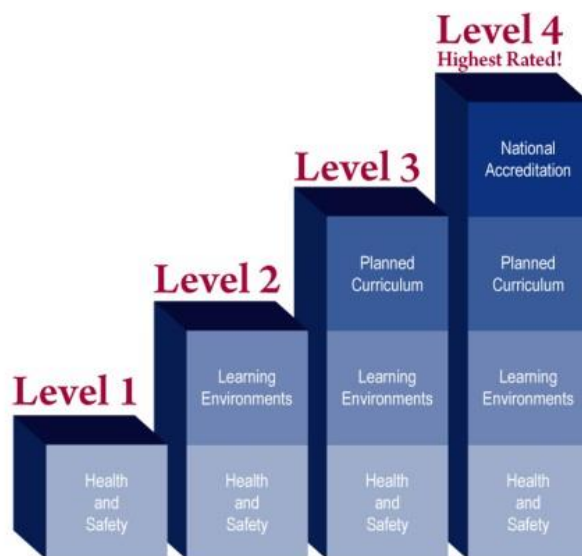
Paths to QUALITY is built on a home grown model. We are thankful to the hard work of the pilot programs, Early Childhood Alliance in Allen County and 4C's of Southern Indiana in Evansville. Due to their hard work and the positive outcomes of the pilots, Paths to QUALITY has been fully implemented and available statewide since January 2009. Within just 18 months of statewide implementation, over 1,900 providers have voluntarily joined and over 71,000 of Indiana's children are benefiting from higher quality child care.

Without the efforts of our Paths to QUALITY partners, this success would not be possible. The Office of Early Childhood and Out of School Learning would like to express appreciation for the hard work and dedication of those individuals and organizations that have spent countless hours in the development, implementation, and on-going efforts to reach Indiana's child care providers, children and families with the Paths to QUALITY system. Your tireless work is truly making a difference. Thank you for giving Indiana's children the opportunity for high quality early experiences and future success.

Paths to QUALITY is a free and **voluntary** quality rating system for child care that was originally developed and implemented by Early Childhood Alliance in six counties in northeast Indiana and now serves as the pilot for the statewide implementation of a child care quality rating system. Paths to QUALITY™ provides information to parents on how to find and choose quality child care in licensed child care centers, licensed child care homes, or unlicensed registered ministries. For children, the opportunity for high quality early care and education experiences will be increased.

The system is designed to help child care providers and programs learn new ways to improve the quality of their care, while providing the standards, recognition and support that is necessary for providers to increase the level of care. The system validates programs and providers for ongoing efforts to achieve higher standards of quality.

The standards for Paths to QUALITY are consistent but tailored for licensed child care homes and for licensed child care centers and unlicensed registered ministries. Paths to QUALITY is a system where each level builds on the foundation of the previous one, resulting in significant quality improvements at each stage and resulting in national accreditation at the highest level. The four levels address:



- Level One: Health and Safety needs of children met.
- Level Two: Environment supports children's learning.
- Level Three: Planned curriculum guides child development and school readiness.
- Level Four: National accreditation (the highest indicator of quality) is achieved.

A Brief History of Indiana's QUALITY Rating System

In 1996, a community based collaboration of philanthropic organizations, businesses, government, schools, and other interested organizations created The Child Care and Early Education Partnership and funded, managed, and submitted to the Fort Wayne community a report titled, *Child Care & Early Education: Everyone's Business*. Findings from the report resulted in a grassroots community vision for a strong, quality early care and education system that would do the following:

1. Affirm and support the role of parents.
2. Provide opportunities for all children to develop optimally, whether their parents work or not.
3. Develop well-trained, qualified child care and early education staff in licensed child care homes and licensed child care centers.
4. Provide experiences which help children succeed in school.
5. Make affordable, high quality child care available when and where families from throughout the community need it.
6. Encourage a more stable child care workforce through increased stature and improved salaries and benefits.
7. Help children make a smooth transition from preschool to kindergarten.

The following steps were taken by the partnership to make this community vision a reality:

- **1996** – The Child Care and Early Education Partnership released findings from the report *Child Care & Early Education: Everyone's Business*
- **1997** – The 'Partnership' invited a community leader to champion early childhood issues with businesses and other key community people. Local funding was secured to hire a full-time staff person to begin development and implementation of the quality rating system.
- **1998** – Began campaign to raise awareness in our community that children *need and deserve high quality early care and education experiences if they are going to develop to their fullest potential*. Key advocacy strategies included:
 - define and gain broad consensus to what constitutes "high quality programs"
 - identify programs and providers that are already achieving this high quality
 - honor and celebrate providers who have high quality programs through broad-based promotional and recognition programs
 - share how providers who achieve high quality can assist and encourage others to do the same
 - encourage other organizations to join the partnership to accelerate our efforts

- **1999** – Developed the work plan to ensure the success of the quality rating system. Focus groups were conducted with parents, educators, child care providers and programs. Surveys were conducted to determine what methods parents used to find child care.
- **April, 2000** – The Early Childhood Alliance implemented Paths to QUALITY™ in Allen County. Informational meetings were held with providers and programs. Media campaign kick-off.
- **July, 2000** – Incentive program was introduced to participating providers and programs.
- **July, 2001** – Paths to QUALITY™ was introduced to the surrounding counties served by the Early Childhood Alliance, including DeKalb, LaGrange, Noble, Steuben and Whitley Counties. Incentives were secured through local community foundations.
- **2005** – 4Cs of Southern Indiana implemented Paths to QUALITY™ in eleven counties including Evansville in southwest Indiana with the support of a local community foundation.
- **May 2006** – The Indiana Family and Social Services Administration, Office of Early Childhood and Out of School Learning, convened a State Child Care Quality Rating System Advisory Group and began considering the feasibility of implementing a statewide quality rating system as a strategy to improve child care, coordinate child care quality initiatives, and to help parents identify and select quality care for their children. Paths to QUALITY™ was suggested and studied as a possible model that could be implemented statewide.
- **June 2006** -The Indiana Department of Education determined that the Paths to QUALITY™ standards aligned with Indiana’s Early Learning Guidelines, Foundations to the Indiana Academic Standards for Young Children from Birth to Age 5.
- **March 2007** – A license agreement was signed between the Office of Early Childhood and Out of School Learning and Early Childhood Alliance to adopt Paths to QUALITY™ as the state’s quality rating system. The Secretary of FSSA attended a press conference in Fort Wayne to make the announcement.
- **May 2007** – The Office of Early Childhood and Out of School Learning formed a Steering Committee and four subcommittees with key partners and developed a project plan for the successful statewide introduction and roll out of Paths to QUALITY™. Key partners included the pilot models, the Indiana Association of Child Care Resource and Referrals, and the Indiana Association for the Education of Young Children.
- **July 2007** – A contract was signed with Purdue University for an ongoing evaluation of the Paths to QUALITY™ system over a 5 year period.
- **January 2008 thru January 2009** - Statewide rollout and implementation of Paths to QUALITY™

Paths to QUALITY™ Goals

Through Paths to QUALITY™ we can help child care providers and programs take the necessary steps to achieve higher levels of quality in their programs, and empower families with an easy to understand consumer guide to choosing the care that is best for their children. Elevating community awareness on the importance of quality child care and early education requires a systemic approach which involves:

1. Education of parents on the need for quality early care and education and how to identify and select developmentally appropriate experiences that will help children as they enter school
2. Advocacy and public awareness within the community that promotes quality child care standards, child care worker education and its impact on business and economic development
3. Development of well-trained qualified child care and early education staff through child care professional training and coaching
4. Availability of high quality, affordable child care and appropriate early education experiences for parents and children at all socio-economic levels
5. Collaboration with other community organizations as well as private businesses and foundations to develop solutions to ensure that all of our community's children will have opportunities to develop to their fullest potential

Indiana has laid the groundwork to implement a voluntary Quality Rating System that builds on a home grown model. The implementation plan has been developed in collaboration with our quality partners and other interested stakeholders. All the CCDF quality improvement projects have been re-examined to focus or redirect activities to support the development and implementation of the system. The result will be to combine the state's quality improvement elements into one coherent system that makes sense to parents.

General Information

Paths to QUALITY™ Roles and Responsibilities

Office of Early Childhood and Out of School Learning

The Office of Early Childhood and Out of School Learning (OECOSL), within the Indiana Family and Social Services Administration, has assumed responsibility for the oversight and administration of the **voluntary** Paths to QUALITY™ system in Indiana. This includes overall management and control of the budget, system development, policy and procedure, contracts, and appeals. This responsibility is effective January 2008 through a license agreement with Early Childhood Alliance who originated the Paths to QUALITY system. The primary funding for the statewide Paths to QUALITY system is child care quality improvement funds through Indiana's federal Child Care and Development Block Grant (CCDF). OECOSL also administers the CCDF child care voucher program for low income families in Indiana.

The OECOSL is also responsible for Indiana's Child Care Regulations and Enforcement and will coordinate Paths to QUALITY closely with child care regulations through a shared data system. Provider eligibility for Level 1 will be determined by state regulatory staff. Child Care Health Consultant services will be available through OECOSL to assist providers in meeting basic health and safety requirements for Level 1. The Paths to QUALITY Data System is web-based and has been integrated with the Regulatory Data System to increase inter-agency coordination, accountability and quality control. Pending provider enforcement action can be tracked through the integrated system to identify providers who are not eligible to participate in Paths to QUALITY. OECOSL is responsible for the development and maintenance of the System. Information on level ratings will be made available to families through the Office of Early Childhood and Out of School Learning website at www.childcarefinder.in.gov. Access to the integrated Data System will be shared with key Paths to QUALITY contract partners to increase efficiency and coordination of information.

Paths to QUALITY™ Coordination and Oversight Committee

A Coordination and Oversight Committee, composed of representatives from the key partner organizations, has been created by OECOSL to assist in the implementation of the statewide Paths to QUALITY system. The Coordination and Oversight Committee develops annual strategic action plans and assigns work to the Paths to QUALITY subcommittees. The Committee also evaluates processes and outcomes.

Paths to QUALITY™ Evaluator

OECOSL has contracted with Purdue University to validate the Paths to QUALITY Standards and to conduct an ongoing evaluation of the Paths to QUALITY system. An evaluation study will be completed as the system is planned and implemented statewide over a 5 year period. Contract activities include hiring and training of evaluation data collectors and the phased data collection in eleven state regions from January 2008 through December 2010. Also included is data analysis, final report publication, and results dissemination from January through September 2011.

Paths to QUALITY™ Rater

OECOSL has contracted with TCC Software Solutions (TCC) for verification of level achievement and annual re-verification of level compliance for child care providers participating in Paths to QUALITY. Raters will operate independently of persons involved in coaching and technical assistance to help assure objectivity during assessment. Contract activities include training of rating staff, quality assurance for inter-rater reliability, timely rating visits, satisfaction surveys, and coordination with OECOSL regarding appeals.

Key State and Local Partners

A Paths to QUALITY™ implementation plan was developed in collaboration with key child care stakeholders and quality partners. The plan defines roles and responsibilities as well as shared goals for successful implementation. All current CCDF quality improvement projects were re-examined to focus on or redirect activities to support the development and implementation of the Paths to QUALITY system. Each key partner has several roles that directly and indirectly contribute to the success of the system. A high level of coordination and collaboration is necessary between partners to move child care providers successfully through the system.

The Indiana Association for Child Care Resource and Referral (IACCRR)

- Oversight of local CCRR implementation
- Oversight of enrollment incentives
- Provider awards for Level 2 and Level 3
- Paths to QUALITY Marketing Plan coordination
- Develop support for statewide public and private partnerships
- Coordination of statewide access to CCRR Inclusion Specialists and Infant/Toddler Specialists

Local Child Care Resource and Referral Agencies (CCR&R)

- Provider outreach and recruitment
- Provider enrollment process
- TA and coaching for Level 2 and Level 3
- Preparation for Level 2 and Level 3 verification
- Preparation for annual re-verification for Level 2
- Local provider recognition
- Professional Development opportunities for providers
- Consumer education for families
- Child care referrals
- Local community outreach

Indiana Association for the Education of Young Children (Indiana AEYC)

- Provider outreach and recruitment
- T.E.A.C.H. Early Childhood® INDIANA
- Indiana Non Formal CDA Project
- Professional development opportunities
- Provider support for accreditation
- Preparation for annual re-verification for Level 3
- TA and coaching for Level 4
- Preparation for Level 4 verification

- Provider recognition awards for Level 4
- Preparation for annual re-verification for Level 4
- Annual recognition awards for Level 4
- Statewide community outreach

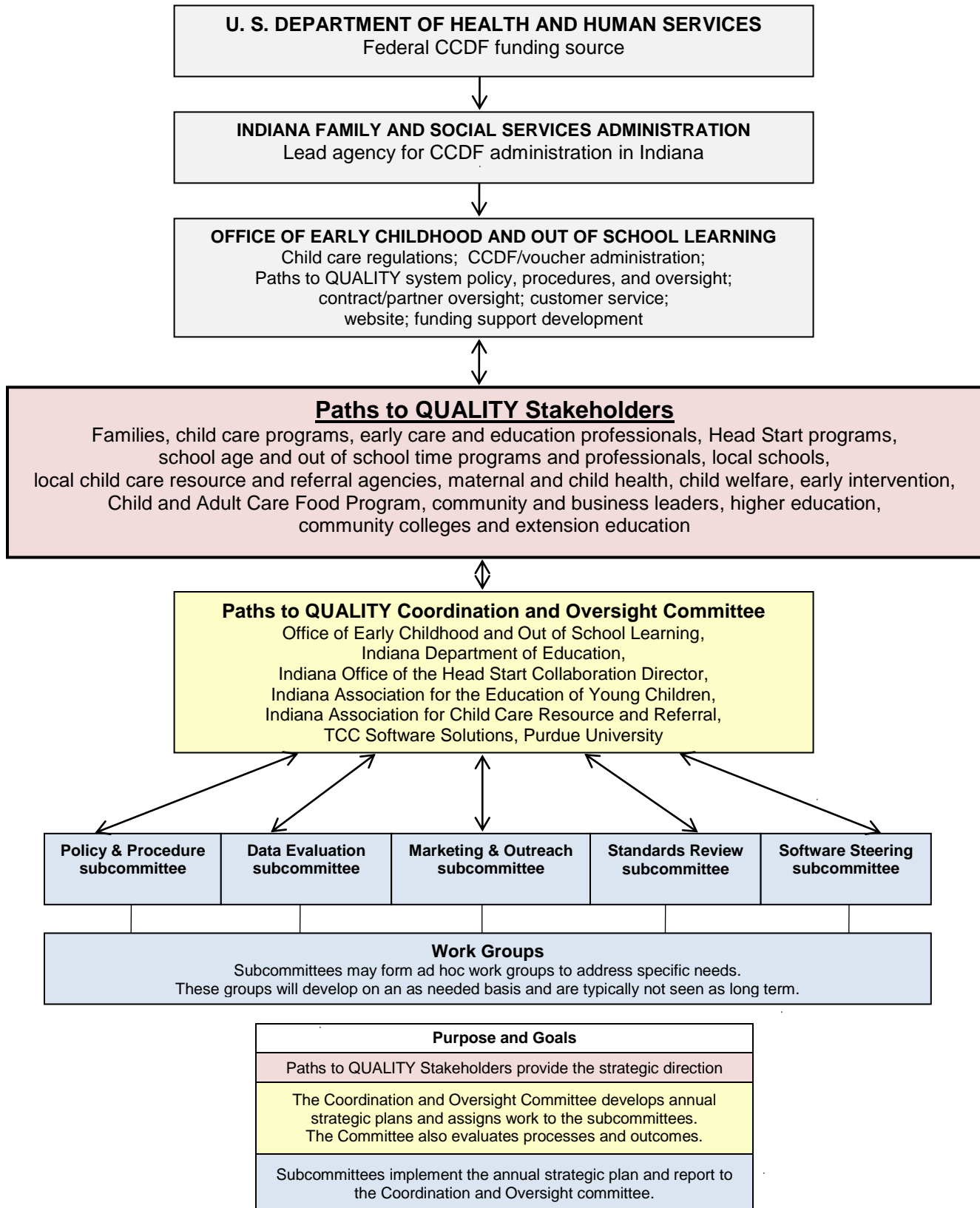
Child Care Providers

The Paths to QUALITY system will provide the standards, recognition, and support that is necessary for eligible child care providers to improve their quality of care. Participation is voluntary and free. Each level builds upon the previous level and results in significant quality improvements at each level. The system validates programs and providers for ongoing efforts to achieve higher standards of quality. Successful implementation of Paths to QUALITY will result in the development of well-trained qualified staff through professional training and coaching leading to a more stable workforce.

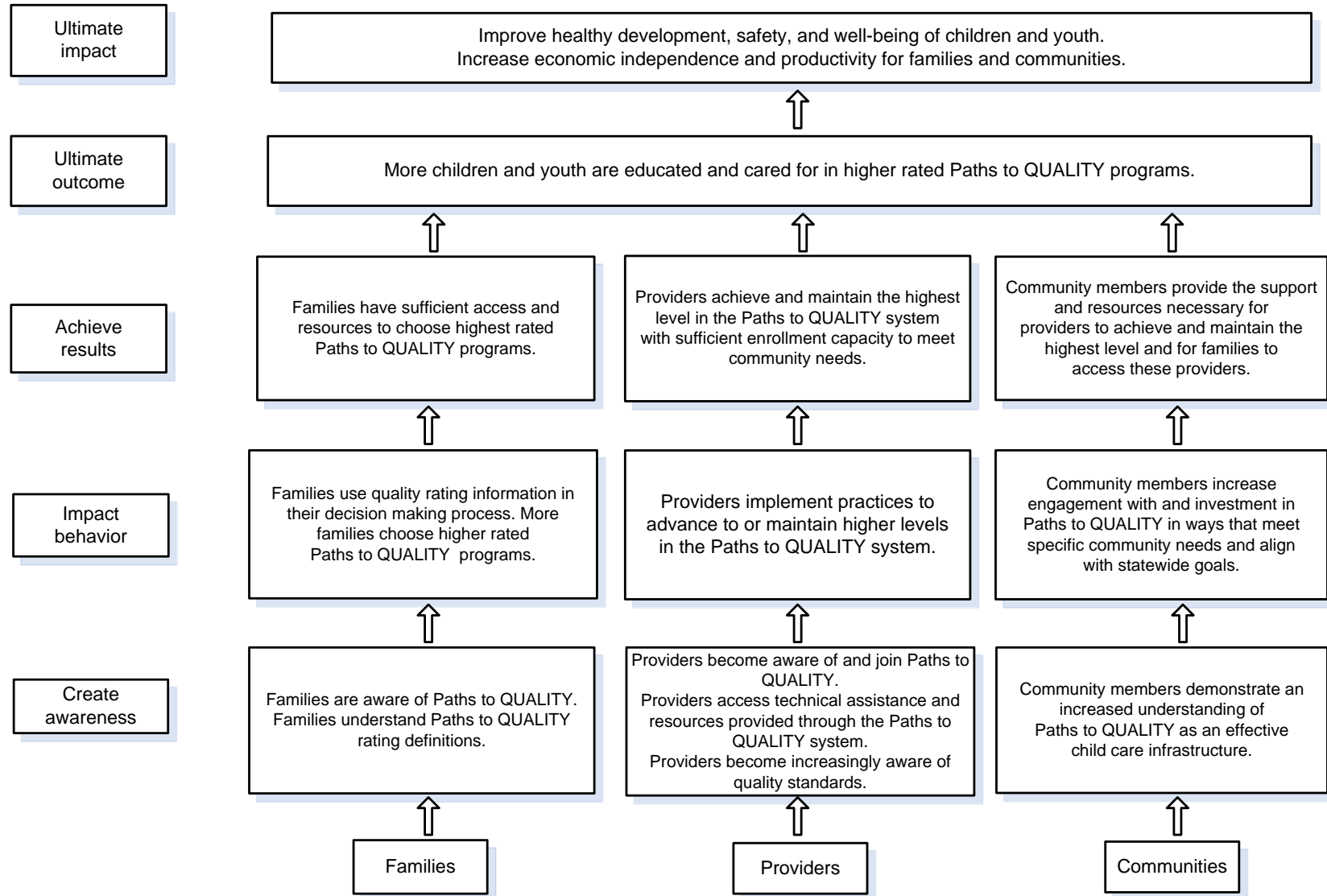
Families

Paths to QUALITY will increase the availability of high quality child care choices for families and children at all socio-economic levels. Public awareness and consumer education activities including local recognition events, a website, decals, banners, and other items designed for display in rated programs will help families become knowledgeable. Parents will have an easy to understand consumer guide to help understand their child care choices and to choose the best care for their children. The opportunity for high quality and appropriate early learning experiences will be increased for children.

Paths to QUALITY™ System



Paths to QUALITY™ Logic Model



Paths to QUALITY™ Processes

Provider Eligibility

Participation in Paths to QUALITY™ is voluntary and free.

The following child care providers are eligible to participate in Paths to QUALITY:

- Licensed Child Care Homes,
- Licensed Child Care Centers, and
- Unlicensed Registered Child Care Ministries that :
 - Are certified in all four categories of the Voluntary Certification Program. If a facility does not serve infants and toddlers, the remaining three categories must be met.
 - Meet the CCDF Provider Eligibility Standards.
 - The director has completed a Child Development Associate credential (CDA) **OR** early childhood degree or equivalent degree **OR** the director of the ministry agrees to obtain a minimum of a CDA within three years of beginning Paths to QUALITY™ and shows progression towards completion each year.
 - The director of the ministry completes Safe Sleep Training.
 - Staff members receive orientation within 30 days of being hired.

A child care provider must be current and in good standing regarding their licensing or registration status in order to enroll and to continue to participate in Paths to QUALITY. Good standing means that a provider is in compliance with Indiana's regulations for licensed or registered care and does not have any pending negative action against their license or registration. In the case of unlicensed registered ministries, this also means that they must be certified for CCDF provider eligibility standards and for all four categories of the Voluntary Certification Program (VCP). If a facility does not serve infants and toddlers, the remaining three VCP categories must be met.

If a provider moves the physical location of the child care facility, Paths to QUALITY participation and levels do not transfer, but are specific to the address of the location. A new license or registration will require a new Memorandum of Agreement to be signed and a new rating determined. Upon completion of the new Memorandum of Agreement and the new provider incentive choice form, providers can receive a new participation incentive.

Good standing is further described in the *Provider Compliance Issues* section of this manual.

Non-Discrimination Statement

All individuals participating in the Paths to QUALITY™ process have the right to treatment that is fair and does not discriminate. Federal laws prohibit discrimination in the provision of services based on race, color, national origin, age, sex, disability, or status as a veteran.

Confidentiality Statement

Paths to QUALITY partners (Indiana Family and Social Services Administration, Office of Early Childhood and Out of School Learning; the Indiana Association for the Education of Young Children; the Indiana Association for Child Care Resource and Referral; TCC Software Solutions; and Purdue University Child Development and Family Studies, College of Consumer & Family Sciences) may be required to share proprietary information. Each partner agrees to maintain the confidentiality of such information and to use information only and exclusively for purposes related to Paths to QUALITY. Partners shall protect the confidentiality of all information and records. No information about any entity shall be disclosed without prior written consent.

Information about child care providers will be available in the Paths to QUALITY database, as well as the Office of Early Childhood and Out of School Learning website (www.childcarefinder.in.gov). Purdue University, in its role as Evaluator, has the right to ask for additional information. Other parties requesting provider information must have the written permission of the provider.

Introduction Session

Child care providers interested in participating in Paths to QUALITY™ are required to attend The Paths to QUALITY Introduction Session conducted by the CCR&R providing services for the county where the child care business is located. Record of attendance at a session is good for twelve months. If enrollment does not occur within twelve months of attendance at the Introduction Session, the provider will need to attend a new session.

The Paths to QUALITY Introduction Session is a face-to-face session designed to provide providers with all the information they will need in order to participate in the process. Providers will learn about the Paths to QUALITY Level standards, the enrollment process, coaching options, rater visits, and incentives and awards. All child care providers are welcome to attend a session, but the Paths to QUALITY Enrollment Form and Memorandum of Agreement can only be signed by the licensee or person who either owns the business or has the authority to act on behalf of the owner.

The Paths to QUALITY Introduction Sessions will be held across the state, according to the Roll-out Schedule (*Appendix A*), at various times and locations, in order to accommodate the various needs of child care programs.

When a provider attends The Paths to QUALITY Introduction Session, he/she will receive the Introduction Session Packet which includes a Paths to QUALITY Enrollment Form and the Participation Incentive Choice Form.

Enrollment Process

A child care provider who wishes to participate in Paths to QUALITY™ is required to submit the Paths to QUALITY Enrollment Form and the Participation Incentive Choice Form to their local CCR&R in person, by mail, or by email. The Paths to QUALITY Enrollment Form and the Participation Incentive Choice Form are issued at the Paths to QUALITY Introduction Sessions and are also available through the local CCR&R.

As part of the enrollment process, the CCR&R will verify that each child care provider is in “good standing”. Those determined as not in good standing will be referred to the Office of Early Childhood and Out of School Learning for review.

All providers will enter Paths to QUALITY with a Level 1 status.

A child care provider’s rating status will not be entered into the Office of Early Childhood and Out of School Learning website (www.childcarefinder.IN.gov) for six months from the time of roll-out of the service delivery area where the child care provider’s business is located.

The Paths to QUALITY Enrollment Form requires the provider to indicate whether a CCR&R Coach is desired or whether the preference is to go through Paths to QUALITY on a self-guided study basis.

Coaching Relationship

A coaching relationship allows for a CCR&R Coach to conduct on-site visits with the provider for more defined assistance and guidance through Paths to QUALITY at Levels 2 and 3.

At the time of the first face-to-face visit between the provider and the CCR&R Coach, the Paths to QUALITY Memorandum of Agreement will be reviewed and signed; the Paths to QUALITY Provider Workbook will be delivered and explained; and the Participation Incentive will be delivered. The provider will also receive the Provider Tool Kit and additional resource sheets. Once the Memorandum of Agreement has been signed, the enrollment process is complete and the provider can begin working toward meeting Paths to QUALITY standards. Providers at a Level 3 and Level 4 are assigned to an Indiana AEYC Coach.

Self-Guided Study Process

Providers have the option to work on a self-guided process. Based on the Level they want to achieve, providers will be assigned to work with either CCR&R or Indiana AEYC.

The self-guided study child care provider must attend a Required Self-Guided Study Information Session which will focus on information geared specifically toward being able to move through Paths to QUALITY Levels without a Coach. During this session, the Paths to QUALITY

Memorandum of Agreement will be reviewed and signed; the Paths to QUALITY Provider Workbook will be delivered and reviewed; and the Participation Incentive will be delivered. The provider will also receive the Provider Tool Kit and additional resource sheets. Following the Required Self-Guided Study Information Session, the enrollment process is complete and the self-guided provider may begin formally working on attainment of Levels.

CCR&R procedures for Level 1 and 2 self-guided

Providers in the self-guided study process will not receive any coaching hours or on-site visits. The Paths to QUALITY Specialist will be available to offer up to 2 hours of technical assistance for each level and direct them to trainings and professional development opportunities. The provider is encouraged to keep in touch with the Paths to QUALITY Specialist via phone or email.

Indiana AEYC procedures for Level 3 and 4 self-guided

Providers who choose not to have quality advising hours will be maintained on the caseload of the appropriate regional Indiana AEYC Coach. Providers in the self-guided study process will not receive any quality advising hours or ongoing on-site visits. The assigned Indiana AEYC Coach will provide technical assistance and support via the phone and email regarding resources, professional development opportunities and updated accreditation information. On a quarterly basis, the assigned Indiana AEYC Coach will contact the provider and update their status related to Paths to QUALITY. When providers feel they are ready for a rating, the Indiana AEYC Coach will make a visit in order to verify readiness.

Fast Tracking

A program that is accredited may **at any time** request to immediately work towards a Level 4 rating visit. The Local CCR&R will document this request on the “Rating Request Level” screen in the Paths to QUALITY database and terminate the open rating request. All enrollment documentation (completed Paths to QUALITY Enrollment Form and signed Paths to QUALITY Memorandum of Agreement) will be submitted to IACCRR. Upon review, the application and documentation will be forwarded by the IACCRR Paths to QUALITY Project Director to the Indiana AEYC Paths to QUALITY Specialist. The Indiana AEYC Paths to QUALITY Specialist will then assign an Indiana AEYC Coach for technical assistance to begin.

Enrollment Process for Providers Grandfathered from Pilot Counties

A grandfathered provider is one who is enrolled in the quality rating system offered through one of the two pilots, Early Childhood Alliance or 4C of Southern Indiana. All grandfathered providers are eligible to participate in the voluntary Paths to QUALITY™ system.

Providers will be grandfathered into the new Paths to QUALITY system at their current level until their annual anniversary date for recertification when they will be rated according to the new standards.

All grandfathered providers must attend an Introduction Session and sign the Paths to QUALITY Memorandum of Agreement within 90 days of the roll-out on January 2, 2008. If they fail to meet this deadline, they will be removed from the statewide Paths to QUALITY system and lose their grandfathered status. Future participation would require the provider to meet and be rated under the new standards.

Based on that rating, a one-time recognition award for the level achieved will be made. A grandfathered provider may choose to request a rating prior to their anniversary date; however, first priority for rating will be given to those with annual recertification due or those attempting to move up a level.

A grandfathered provider with an anniversary date in the first quarter of 2008 can request to have their rating deferred until the second quarter. The deferment date would be 90 days from the date of the expiration of their anniversary date.

Enrollment Process for Providers with Multiple Sites

Providers with multiple sites must enroll each site individually.

- Each site will submit separate Paths to QUALITY Enrollment Forms and sign separate Memorandum of Agreements.
- Licensed child care homes will each have a designated Lead Caregiver. A licensed child care home Lead Caregiver is the individual who is responsible for day-to-day program implementation and is present on-site to oversee and/or participate in the child care program. A Lead Caregiver cannot service more than one site. This Lead Caregiver and the Licensee must attend the introduction session and both must sign the Memorandum of Agreement. In some circumstances, one individual may fill both roles.
- Licensed child care centers and unlicensed registered ministries must have a designated director or site director. This individual is the person designated by the Office of Early Childhood and Out of School Learning in the licensing database who is responsible for the day-to-day program implementation and is present at the center/ministry to oversee and/or participate in the child care program. This individual and the individual who possesses the legal authority to sign for the site must attend the introduction session and sign the Memorandum of Agreement. In some circumstances, one individual may fill both roles.
- Each child care site will receive the appropriate on-site technical assistance and support as needed.

Enrolled Providers Moving from a Class I to Class II Home License

A Licensed Home that is enrolled in Paths to QUALITY and is approved by OECOSL to change from a Class I to a Class II license at the same address will be allowed to transfer their rating to the new Class II license. The annual date will remain the same and the provider may retain and continue to display their current decal. A new signed agreement or new enrollment incentive is not required for these situations even though there will be a new license number. RCCS will allow the licenses to be associated together along with the history of their coaching hours, awards and incentives.

Provider Re-enrollment

If a provider who previously participated in Paths to QUALITY wants to re-enroll and applies with the same license/registration number as previously enrolled, they would need to sign a new Memorandum of Agreement; however, the Paths to QUALITY database has a record of the one-time provider enrollment incentives and level awards that have already been given and they **should not be** given the same incentives/awards again.

If the provider who previously participated in Paths to QUALITY applies with a new license/registration number, they would be considered a new provider and they would start over again within the system. The provider would not be required to attend a new introduction session but would need to sign a new Memorandum of Agreement and **would be** eligible for a new set of Paths to QUALITY incentives/ awards.

Quality Improvement Period

During the quality improvement period, child care providers will be working to attain higher Paths to QUALITY™ levels. The Paths to QUALITY Provider Workbook has been made available to serve as a resource during the process. There will also be additional supports available. See the *Provider Support and Professional Development* section for more information.

Achieving Level 2 and Level 3 – Coached Providers

Providers who choose to work with a CCR&R Coach will be eligible for up to 25 hours of coaching per Level to assist in meeting the Level 2 and Level 3 standards and moving to a higher level of quality. CCR&R Coaches are assigned by the statewide network of Child Care Resource and Referral agencies.

Achieving Level 2 and Level 3 - Self-Guided Study Providers

Self-guided study providers moving through Levels 2 and 3 will work with the CCR&R Paths to QUALITY Specialist rather than a CCR&R Coach. The Paths to QUALITY Specialist will work with the provider primarily by phone to prepare for the completion of the appropriate Level standards. The provider is encouraged to contact their Paths to QUALITY Specialist for technical assistance as needed.

A provider who has chosen the self-guided study process will be able to gain valuable information and guidance from the Paths to QUALITY Workbook; however, the workbook is not an all-inclusive resource that, by itself, will successfully move the provider through the Paths to QUALITY levels. It is very important for self-guided study providers to understand that additional in-depth study, beyond the workbook, will be necessary.

Recognition Awards for Achievement of Level 2 and Level 3

Providers achieving Level 2 and Level 3 will receive a one-time per level non-cash award. The award can be chosen by the provider from a selection of developmentally appropriate items to be used in the child care program. Awards are only made for level increases in quality, not in situations where level decreases occur after a rating. A complete list of recognition incentives and awards can be found in the *Provider Support and Professional Development* section of this manual.

Coach Waitlist

In the unlikely event that a CCR&R Coach is not immediately available, the provider will be placed on a CCR&R Coach waitlist. Providers will be removed from the waitlist based on the following:

1. Length of time on the wait list
2. Geographic equity
3. CCDF Participation

Transition from Level 3 to Level 4

Once the child care provider has obtained Level 3 status, the Indiana Association for the Education of Young Children will become the Coach for the provider and will begin to provide services. The services provided will assist the child care provider in maintaining Level 3 as well as moving to Level 4, and Accreditation. Services will include direct contact through mailings, e-mails, phone contacts and on-site visits. Additionally, an accreditation resource packet, which includes informational flyers, an information request form and the appropriate accreditation brochures and applications, will be mailed or emailed to the child care provider depending on her/his preference. A total of 20 hours of quality advising will be provided.

Once a Level 3 child care provider has been assigned an Indiana AEYC Coach, they will begin receiving the following supports: purchase of accrediting body self assessment process; development of a plan of action that will lead to accreditation; purchase of support materials/equipment for meeting accreditation criteria (dollar amount determined at a rate of \$25 per child per license capacity up to \$3,000 for Licensed Child Care Centers/Registered Ministries and \$400 for Licensed Child Care Homes and financial support for the cost for applying for accreditation.

In addition to the 20 hours of quality advising offered by Indiana AEYC, child care providers can also take advantage of on-going technical assistance and professional development opportunities available through the local CCR&R agencies and other local resources.

Maintaining Level 3

If a provider chooses to remain at Level 3 (or remains on Level 3 for a period of time warranting an annual rating visit), Indiana AEYC will be the provider's contact. Indiana AEYC will notify the provider six months prior to the annual date to prepare them for the rating visit and offer technical assistance, if necessary.

Maintaining Accreditation and Level 4

A provider who has maintained Level 4 and maintains accreditation by an approved national accrediting body (*Appendix K*) will be eligible for financial support and technical assistance 3 years prior to the expiration of their accreditation. The amount of financial support is based on need and the number of children per license capacity and includes support for the self study process, the validation/endorsement phase, and material/equipment needed to meet the accreditation criteria. The amount of financial assistance is \$25 per child up to a maximum of \$400 for Licensed Child Care Homes and \$25 per child up to a maximum of \$3,000 for Licensed Child Care Centers/Registered Ministries. Additionally, the annual award for maintaining Level 4 will be issued by Indiana AEYC in the amount of \$300 for Licensed Child Care Home and \$1000 for Licensed Child Care Center/Registered Ministry upon approval from the State.

Coordination between Partners during Provider Transition

Providers enrolled in Paths to QUALITY™ may experience ups and downs in their progress, including level increases as well as level decreases. It is the responsibility of the CCR&R Coaches and Indiana AEYC Coaches of the partnering agencies to ensure a smooth transition at these critical times.

Coordination during Provider Transition due to Level Increase

For rating increases, the CCR&R Coach that has been working with the provider will be responsible for all activities to bring the rating visit to closure and will initiate the provider's transition to the newly assigned Indiana AEYC Coach.

1. After the rating request has been approved the CCR&R Coach requesting the rating will discuss the upcoming transition with the provider. The CCR&R Coach will communicate with the provider to learn his or her preference for an introduction with the newly assigned Indiana AEYC Coach once the rating has been approved.
2. The CCR&R Coach will contact the Indiana AEYC Coach to discuss the change in level. If necessary, contact will be made with the Indiana Accreditation Project Senior Director (Indiana AEYC) to obtain the name of the Indiana AEYC Coach assigned to the program. Topics discussed between the CCR&R Coach and Indiana AEYC Coach should include but are not limited to:
 - General information about the provider
 - Advancement goals
 - Professional development
 - Strengths and challenges
 - Style of learning
 - Celebrations
 - Other topics that might affect the professional relationship
3. After the provider's rating is approved by OECOSL, IACCRR will issue the appropriate letter, certificate, decal, and award, if applicable, to the provider. The CCR&R Coach will be responsible for any change in the provider's Paths to QUALITY sign.
4. The CCR&R Coach will send all applicable Paths to QUALITY forms to Indiana AEYC within 5 business days. This may include but is not limited to: enrollment form, memorandum of agreement.
5. Once the Indiana AEYC Coach has been assigned to the provider, the Indiana AEYC Coach will contact the CCR&R Coach that made the rating request. The CCR&R Coach

will arrange an introduction meeting between the provider and the Indiana AEYC Coach now responsible for providing Paths to QUALITY support. The format of the introduction meeting will be based on the provider's expressed preference (e.g. face to face, conference call, email).

6. The purpose of an introduction meeting (regardless of format) will be to:
 - a. Introduce the provider to the Indiana AEYC Coach
 - b. Describe the support that will continue from the CCR&R Coach
 - c. Allow time for the provider to share with the Indiana AEYC Coach information regarding his or her program
 - d. Confirm the role of the Indiana AEYC Coach for the provider
7. The CCR&R Coach and Indiana AEYC Coach may continue to communicate with each other about the provider to ensure the provider's success in paths to QUALITY; however, at the conclusion of the introduction meeting, it should be clearly expressed to the provider that the CCR&R Coach will no longer provide technical assistance as it relates to Paths to QUALITY. Information about activities can be shared through case notes in the database or by other means. The primary concern should be the successful transition and continued participation of the provider.

Coordination during Provider Transition due to Level Decrease

For rating decreases, the Indiana AEYC Coach that has been working with the provider will be responsible for all activities to bring the rating visit to closure and will initiate the provider's transition to the newly assigned CCR&R Coach.

8. After the rating request has been approved the Indiana AEYC Coach requesting the rating will discuss the upcoming transition with the provider. The Indiana AEYC Coach will communicate with the provider to learn his or her preference for an introduction with the newly assigned CCR&R Coach once the rating has been approved.
9. The Indiana AEYC Coach will contact the mentor supervisor to discuss the change in level and the provider's plan for participation in Paths to QUALITY. Topics discussed between the Indiana AEYC Coach and CCR&R Coach should include but are not limited to:
 - General information about the provider
 - Why the provider is decreasing, including whether the decrease was voluntary or involuntary. Whether the provider intends to maintain accreditation (if applicable)

- Advancement goals/plan for continued participation in Paths to QUALITY
- Professional development
- Strengths and challenges
- Style of learning
- Celebrations
- Other topics that might affect the professional relationship

10. After the provider's rating is approved by BCC, Indiana AEYC will issue the appropriate letter, certificate, decal, and award, if applicable, to the provider. The Indiana AEYC Coach will be responsible for any change in the provider's Paths to QUALITY sign.

11. The Indiana AEYC Paths to QUALITY Specialist will notify the IACCRR Paths to QUALITY Program Manager within 5 business days that the Indiana AEYC Coach is no longer assigned to the provider; that the provider has been approved for the level; and any additional information regarding circumstances for the level decrease.

12. The CCR&R Coach Supervisor will give the program an appropriate CCR&R Coach assignment based on the information provided by the Indiana AEYC Coach (see number 2 above). The CCR&R Coach will contact the Indiana AEYC Coach that made the rating request. The Indiana AEYC Coach will arrange an introduction meeting between the provider and the CCR&R Coach now responsible for providing Paths to QUALITY support. The format of the introduction meeting will be based on the provider's expressed preference (e.g. face to face, conference call, email).

13. The purpose of an introduction meeting (regardless of format) will be to:

- a. Introduce the provider to the CCR&R Coach
- b. Describe the support that may continue from the Indiana AEYC Coach, including services provided by the Indiana Accreditation Project.
- c. Allow time for the provider to share with the CCR&R Coach information regarding his or her program
- d. Confirm the role of the CCR&R Coach for the provider

The CCR&R Coach and Indiana AEYC Coach may continue to communicate with each other about the provider to ensure the provider's success in Paths to QUALITY; however, at the conclusion of the introduction meeting, it should be clearly expressed to the provider that the Indiana AEYC Coach will no longer provide technical assistance as it relates to Paths to QUALITY. Information about activities can be shared through case notes in the database or by other means. The primary concern should be the successful transition and continued participation of the provider.

Rating Visit Correspondence

It shall be the responsibility of the local CCR&R Paths to QUALITY Specialists or the Indiana AEYC Paths to QUALITY Specialist to distribute all letters, decals, certificates and tool kits concerning successful or non-successful rating visits to providers, using the appropriate letter template provided by the Office of Early Childhood and Out of School Learning.

Certificates are completed using the appropriate certificate template provided by the Office of Early Childhood and Out of School Learning. The following information obtained from the Paths to QUALITY summary form must be indicated on the certificate:

- Business name
- License/registration number
- Address
- Level approved by OECOSL
- Effective dates

Effective dates are defined as the Office of Early Childhood and Out of School Learning (OECOSL) approval date located on the Paths to QUALITY summary form and the new annual date located on the provider's enrollment page in the Paths to QUALITY database. Both dates, original OECOSL approval and the new annual date, will be indicated on the certificate respectively. For example, if the OECOSL approval date is March 25, 2009, and the new annual date is March 24, 2010, the effective dates would be listed on the certificate as March 25, 2009 – March 24, 2010. Decals are distributed according to the level approved by OECOSL with the appropriate effective years indicated. Using the example, the appropriate decal issued would have '09-'10 years displayed.

Special care should be taken to safeguard the supply of marketing materials to prevent misuse of the materials. Replacement of decals or other marketing materials will be allowed upon written request by the provider to the CCR&R or Indiana AEYC.

CCR&R will be responsible for all correspondence related to any rating visits they request. Indiana AEYC will be responsible for all correspondence related to any rating visits they request. This includes rating visits for Level 3 and Level 4 programs that are reduced a level or levels.

IACCRR is responsible for maintaining and issuing to Paths to QUALITY partners all Paths to QUALITY materials' inventory (decals, blank certificates). Paths to QUALITY partners will request materials by quarterly completing a marketing materials' request form and e-mailing or faxing the request to IACCRR, Director of Public Relations. Requests will be filled within 2 weeks of the date requested, unless materials need to be reprinted. If materials need to be reprinted, a request may take up to four weeks. A time for scheduled pick up will be arranged with the requesting partner. An inventory of materials will be completed and reported by the partnering agency on April 30, August 30, and December 30 of each year. The report will include information on present supply of materials and future estimated needs.

The number of outdated decals will also be reported to IACCRR, and the reporting partnering agency will be responsible for shredding the outdated materials.

Recovering Decals and Certificates

If a provider closes or loses a level, the Paths to QUALITY decal and certificate must be removed.

To recover the decal and certificate from the provider, a letter will be sent to the provider requesting that they return the decal and certificate in a stamped, self-addressed envelope provided by the CCR&R or Indiana AEYC or OECOSL. If the provider fails to respond within 15 days, and inappropriate usage of the decal and certificate is suspected, the CCR&R or Indiana AEYC will contact the appropriate Office of Early Childhood and Out of School Learning manager for assistance in recovering the decal and certificate.

Provider Participation Status

Each level of Paths to QUALITY™ builds upon the previous level, resulting in significant improvements at each stage. The system rewards providers for ongoing efforts to achieve higher standards of quality, however a provider may choose to stop or pause at any of the four levels that best meets their needs and professional goals. Additionally, providers who choose to move to higher levels are not required to advance in a particular time frame. Some make take several years to move up a level while others may move up within months.

The status of enrolled providers will be defined according to the following categories by their Coach or Paths to QUALITY Specialist:

- **Active-progressing**
Provider is working toward meeting the standards for the next level.
- **Active-maintaining**
Provider is maintaining current level standards but not working toward the next level at this time.
- **Active-self guided**
Provider is working without an assigned Coach per their request.

The following status categories can be assigned only by the Office of Early Childhood and Out of School Learning:

- **Inactive-voluntary**
If a provider experiences a planned or unplanned event that is anticipated to last longer than 30 days and that will prevent their active participation in Paths to QUALITY, the provider may submit a written request for inactive status to OECOSL. The request should detail the conditions necessitating the inactive status and the time needed. Requests will be approved on a case-by-case basis for up to a maximum of 90 days and for no more than one occurrence within any 12 month period. Inactive status will allow the provider to remain enrolled in Paths to QUALITY at the current level. If a rating request has been made and the provider subsequently is placed in Inactive-voluntary status, the rating request will be cancelled by the Paths to QUALITY Specialist. After the provider resumes good standing, the Coach or Paths to QUALITY Specialist will contact the provider. Once the provider's readiness is determined, a new rating request can be made.

If the provider's annual rating date occurs while their status is inactive, a rating request will be made within 14 calendar days after the provider returns to active status. Possible events include:

- Natural disasters
- Emergency closing
- Medical/family emergency
- Seasonal program closing

If a provider in voluntary inactive status is placed in involuntary inactive status due to LOGS (see below) but is not approved for technical assistance, he/she may request to resume voluntary inactive status following the LOGS resolution.

- **Inactive-involuntary due to LOGS**

Provider is temporarily suspended from participation by administrative decision of the Loss of Good Standing Committee pending the resolution of a negative action. (Refer to *Provider Loss of Good Standing* located in the *Provider Compliance Issues* section). Provider will appear pink within the database or blue if approved for technical assistance only. If a rating request has been made and the provider subsequently is placed in Inactive-involuntary status, the rating request will be cancelled by the Paths to QUALITY Specialist. After the provider resumes good standing, the Coach/Paths to QUALITY Specialist will contact the provider. Once the provider's readiness is determined, a new rating request can be made. If the provider's annual rating date occurs while their status is inactive, a rating request will be made within 14 calendar days after the provider returns to active status.

- **Voluntary withdrawal**

Provider is no longer interested in participating in Paths to QUALITY. The provider, or Coach/Paths to QUALITY Specialist on behalf of the provider, initiates the action by submitting a written request to OECOSL. The OECOSL will then remove the provider from the database and inform the partners.

- **Closed - administrative action**

Provider is removed from participation in Paths to QUALITY by administrative decision of the Loss of Good Standing Committee or by OECOSL if the provider is closed in RCCS.

This action can also be taken by OECOSL in situations where the provider fails to meet the program requirements of Paths to QUALITY™ and has not responded to coaching/rating for 30 days. For these situations, the Coach/Rater will submit a written request to OECOSL detailing the situation and the contact attempts/results. OECOSL will send a notice to the provider requesting contact within 10 days. If no contact is made,

OECOSL will remove the provider from participation in Paths to QUALITY and inform the partners.

Provider Compliance Issues

Loss of Accreditation

The standards for Paths to QUALITY™ level 4 require that a provider achieve and maintain accreditation by a Office of Early Childhood and Out of School Learning approved nationally recognized accrediting body (*Appendix K*). The accreditation is an indicator that the program has achieved the highest standards for high quality early care and education.

If a provider is approved for level 4 in Paths to QUALITY and then has their accreditation denied or the accreditation expires, the following procedures shall be taken regarding their Paths to QUALITY participation:

- The provider is responsible to notify their Indiana AEYC Coach of the change in status of their accreditation immediately after the action is taken.
- The provider will be given 90 days or until their next annual visit date for Paths to QUALITY, whichever comes first, to regain their accreditation. The provider will be allowed to remain at level 4 during this time period.
- The Indiana AEYC Coach will offer assistance to the provider during this time.
- The Paths to QUALITY Specialist will document the accreditation status change and track the 90 days in the Paths to QUALITY database.
- If the provider decides during the process not to attempt to regain accreditation, a special rating level request can be made immediately to the rating agency to establish the appropriate new level of participation based on verification by the Indiana AEYC Coach. However, if Level 1 is requested, only a data change request form will be completed and submitted to OECOSL and not a rating request.
- After 89 days, if no annual visit has occurred and the provider still has not regained accreditation, a special rating request will be made to the rating agency by the Paths to QUALITY Specialist to establish the appropriate level of participation based on verification by the Indiana AEYC Coach.
- The provider's Paths to QUALITY level will be adjusted to the appropriate level as determined by the Rater at the annual visit or special visit, whichever comes first.
- If the provider wishes to appeal the decision to lower their level, he/she must send a written request to the Paths to QUALITY Appeals Committee according to the appeals policy (see *Provider Rating* section)

Serious Licensing Violations

To protect the health and safety of children, Coaches and Raters are required to report any major licensing violations or concerns that they observe while providing services in the child care home or facility. See Appendices G-I for guidance on the major types of violations to be reported for licensed child care homes, licensed child care centers, and unlicensed registered child care ministries. In complying with the responsibility to report any violation, it is understood that the State of Indiana is not asking or expecting the Coach/Rater to complete any type of licensing inspection while performing their duties. It is, however, critical that the Coach/Rater understand the seriousness of any violation of the items listed and their responsibility to report. Violations should be reported to the appropriate licensing or registered ministry manager in the Office of Early Childhood and Out of School Learning for appropriate follow-up.

Child abuse or neglect situations should be reported immediately to Child Protective Services at 1-800-800-5556. Failure to report or knowingly making a false report can lead to criminal and/or civil liability.

Settlement Agreements

In certain situations where a serious licensing violation has occurred, the Office of Early Childhood and Out of School Learning may negotiate a settlement agreement with a child care provider that allows them to continue to provide child care. Most of these settlement agreements contain specific conditions or restrictions that the provider has agreed to. The agreements are included in the Paths to QUALITY database that is available to Coaches and Raters. Any violations that are observed should be reported to the child care home licensing manager, the child care center licensing manager, or the registered child care ministry manager in the Office of Early Childhood and Out of School Learning for appropriate follow-up.

Loss of Good Standing

A child care provider must be current and in good standing regarding their licensing or registration status in order to enroll and to continue to participate in Paths to QUALITY. Good standing means that a provider is in compliance with Indiana's regulations for licensed or registered care and does not have any pending negative action against or probation on their license or registration. In the case of unlicensed registered ministries, this also means that they must meet Level 1 Standards and be certified for CCDF provider eligibility requirements and meet the requirements of the Voluntary Certification Program (VCP).

For purposes of Paths to QUALITY, examples of negative action include:

- Revocation of license
- Suspension of license
- Emergency closure
- Denial of license/registration
- Pending and/or substantiated CPS investigation

- Loss of VCP status (unlicensed registered ministries only)
- CCDF Notice of Order issued for failure to comply with CCDF Provider Eligibility Standards (unlicensed registered ministries only)
- Suspension/termination from CCDF for reason other than the CCDF Provider Eligibility Standards

Another factor that determines loss of good standing is a probationary license. However, probation is not considered a negative action.

A provider must maintain good standing in order to continue participation in Paths to QUALITY. If a negative action is initiated after a provider is enrolled, a flag will be triggered in the database (i.e. the provider will be displayed in pink or blue). A flag is a significant factor that can only be initiated by Office of Early Childhood and Out of School Learning regulatory staff. A flag will impact the provider's ability to participate in the Paths to QUALITY system and will:

- Stop a Rater visit
- Stop Recognition Awards
- Stop provider supports
- May trigger technical assistance
- May result in loss of participation in Paths to QUALITY
- May result in termination from the Paths to QUALITY system

All situations involving a provider's loss of good standing will be reviewed by the Office of Early Childhood and Out of School Learning's Loss of Good Standing Committee to determine whether the provider will be allowed to continue participation in Paths to QUALITY (refer to *Provider Participation Status* section). As part of the review process, the committee will review the circumstances leading to the loss of good standing and may decide on a case by case basis to allow coaching/quality advising and technical assistance to continue for a provider with a probationary license or with a loss of VCP status. If approved, the provider will be flagged blue in the database to signify that the provider has a loss of good standing but is approved for technical assistance. This will allow the Coach to continue with the provider's Level Advancement/ Maintenance Plan or to modify the plan if necessary. However, the provider will **not** be able to receive any provider supports, recognition awards, or rating visits while in this status without specific approval from the Office of Early Childhood and Out of School Learning.

Coaches will not contact a provider in LOGS status for at least 7 days after the provider has been flagged in the database. Coaches will refer providers to their licensing consultants for information regarding the reason for their loss of good standing.

The flag will be removed within the system by Office of Early Childhood and Out of School Learning regulatory staff after the corrective action has been resolved. This action will allow the provider to resume full participation in Paths to QUALITY.

Data Change Requests

Any changes or corrections to the Paths to QUALITY™ database must be approved by OECOSL. Requests should be submitted electronically on the Request for Data Change form located in the *Forms* section of this manual. This internal process tracks all data changes to maintain database integrity.

Provider Rating

Rating Process

A rating process is used to determine the level of standards achieved or maintained within Paths to QUALITY™. The Office of Early Childhood and Out of School Learning will use independent Raters for the purpose of assessing whether or not the standards have been met in order for the providers to move through the levels of Paths to QUALITY.

The rating process includes:

- Request for Rating
- Rating Visit
- Results of Rating Visit
- Level Approval

The Rater will have no contact with the provider prior to the request for rating. Additionally, the Rater will only have contact with the provider for scheduling purposes and during the visit.

Request for Rating

A request for rating occurs annually or when a provider believes all the requirements for a level increase within Paths to QUALITY have been met. The provider will work with their Coach/Paths to QUALITY Specialist to request a rating visit. Before the rating visit is requested, the Coach/Paths to QUALITY Specialist must review the level standards with the provider using the readiness checklist to determine whether the standards have been met and the provider is ready. Raters will use the date of the rating request to determine compliance with educational and in-service requirements and FOUNDATIONS orientation. Staff hired after the rating request date will not be included in the review of educational and in-service requirements and FOUNDATIONS orientation.

Annual rating requests will be made no later than 31 days prior to the provider's annual visit date listed in the Paths to QUALITY database. Once scheduled, a rating request can be cancelled up to 24 hours prior to the scheduled visit only by the Paths to QUALITY Specialist (Indiana AEYC) or the Paths to QUALITY Project Manager (IACCRR).

A rating request includes the level at which the provider and the Coach/Paths to QUALITY Specialist have determined that the standards have been met and the provider is ready to be rated. To assist with the rating, a PDF version of the scanned Staff Experience Checklist listing the provider's license number and all staff counted in the child/staff ratio (including hire dates) should be uploaded into the PDF tab in the database at the time of the rating request.

If after the rating has been requested but prior to the rating visit, the provider achieves standards at a higher or lower level, the original rating request can be terminated and the higher or lower level rating can be requested. The date of the original rating request will be used to determine the annual period for standards with an annual requirement.

If a rating request has been made and the provider subsequently has a negative action that results in loss of good standing, the rating request will be cancelled by the Paths to QUALITY specialist by submitting a data change request. After the provider resumes good standing, the Coach/Paths to QUALITY Specialist will contact the provider. Once the provider's readiness is determined, a new rating request can be made. The date of the new rating request will be used to determine the annual period for standards with an annual requirement. If the provider's annual visit date occurs while in loss of good standing status, a new rating request must be made within 14 calendar days after the provider resumes good standing.

Rating Visit

A rating visit will be initiated by the Rater upon receipt of a request for rating. The Rater will verify that the provider is in good standing before they schedule a visit. All visits will be arranged with the provider to accommodate the provider's schedule as much as possible. The visit will consist of an assessment of the provider using the appropriate state-approved Paths to QUALITY Standards. Rating visits will take place within 30 days of the initial rating request.

A minimum number of children should be present in the facility for a rating visit to occur. The following guidelines will apply, with the Rater's discretion to terminate the rating visit at any time if enough children are not present to observe each of the standards required to pass the requested level.

Homes: a minimum of 3 children should be present

Centers: a minimum of 7 children should be present

Ministries: a minimum of 7 children should be present

The Rater visit is typically completed within one day. The standards are assessed through observation, review of documentation, and interview.

There are two types of rating visits: annual maintenance and level increase.

Annual Maintenance Rating Visit

Providers who participate in Paths to QUALITY will be rated annually to ensure continuous compliance of all the levels they have achieved.

Once a provider has received a Level rating, it is expected that they will continue to stay in compliance with all the standards for that Level and all standards from lower Levels. Levels 2, 3 and 4 of Paths to QUALITY require an annual maintenance visit to determine that the standards for the level have been maintained.

Providers will be contacted by the respective Paths to QUALITY partnering agency prior to their annual date. Once it has been verified by the Coach/Paths to QUALITY Specialist that the provider is ready for the annual maintenance visit, the information will be documented in the database and the request for rating visit will be made. The Rater will have 30 days from the date of rating request notification to complete the rating visit.

If at the time of the annual visit the provider does not have the recommended number of children present for a rating visit to occur, the annual visit cannot be requested. Although there are no specific time constraints, it is the responsibility of the Coach to closely monitor the annual visits past due queue and continue to work with the provider and may require an on-site visit. As soon as the provider has the recommended minimum number of children present, the rating request will be made.

In the event that the rating request has been made, the annual visit has been scheduled and the provider does not have the recommended minimum number of children present, the Rater Supervisor will notify the Paths to QUALITY Specialist. The Paths to QUALITY Specialist will then terminate the rating request. It is then the responsibility of the Coach to continue to work with the provider and request the rating once the provider has the recommended minimum number of children present. The date of the second rating request will be used for standard compliance.

After the rating visit is initially scheduled, the provider will only be permitted to reschedule their visit one additional time. If a provider cancels a rating visit, he/she must contact the Rater within 10 calendar days from the cancelled visit date to reschedule. In the event the rating visit is not rescheduled at the time of the cancellation, the rater will send a letter notifying the provider of the 10-day rescheduling window. Paths to QUALITY partners will also receive a copy of the letter by email. If a provider does not contact the Rater to schedule a new visit within the 10 calendar days, he/she will be instructed to contact their Coach to terminate the rating request. Visits rescheduled at the Rater's request would not count against the provider.

If the provider is unable to keep their second scheduled appointment due to a situation beyond their control such as but not limited to inclement weather or illness, the provider will contact the rater; and the rater will inform them to contact their Coach/Paths to QUALITY Specialist to cancel the pending rating request and to submit a new rating request. For these situations, the rater would use the original rating request date for Standards compliance.

Another option available to the provider would be to voluntarily decrease to level 1. If a loss of level occurs, the provider will be informed of their right to appeal (refer to the end of this section for information on the Appeals process).

At the conclusion of the annual rating visit, the Rater will leave a printed report with the provider indicating the level they will recommend to OECOSL. If any insufficiencies are determined at the visit, the provider will be given documentation of the corrective action necessary to pass the level requested. Providers will be advised to contact their Coach/Paths to QUALITY Specialist for technical assistance to address the insufficiencies. **The provider will be allowed 90 days to correct the insufficiencies cited during their annual maintenance rating visit.**

Insufficiencies are due to lack of compliance with a level standard (documented or observed). For example, if the required number of in-service training hours was not met or annual family conferences were not held, the provider has 90 days to take corrective action and meet the standard. The following process will be initiated when insufficiencies are cited during an annual maintenance visit:

- The provider will work with their Coach/Paths to QUALITY Specialist to correct any insufficiencies and to provide documentation of compliance to the Rater. After it is determined that the provider has corrected the insufficiencies, the Coach/Paths to QUALITY Specialist will document the corrective actions in the Paths to QUALITY database. If the insufficiencies require an observation, the Paths to QUALITY Specialist will then request a second visit by selecting the box marked, "Request Second Visit". The second visit request must occur no later than the 89th day after the first rating visit occurred.
- If the insufficiencies require an observation, the Rater will revisit the provider after the request is made, but no later than 120 days after the initial rating visit, to re-assess the identified insufficiencies. The Rater will document the findings in the Paths to QUALITY database. The Rater's findings will again be reported to the Office of Early Childhood and Out of School Learning.

After 90 days, if no second visit is requested or documentation has not been provided to the Rater to meet the standard, the provider's level will be lowered to the level achieved per the rating recommendation.

At the conclusion of the rating level approval process for the annual visit, if the provider chooses to continue working on their insufficiencies in order to regain their previous level, a new rating request for a level increase can be made as soon as they are ready.

Special Circumstances

There may be circumstances where the provider requests an increase or decrease in their level at the annual maintenance rating visit. In either event, the following procedures will be followed in regards to the rating visit classification and addressing the results of the visit:

- If a level increase is requested at the time of the annual maintenance rating request, the visit will be conducted as a level increase rating visit (see Level Increase Rating Visit below).
- If a level decrease is requested at the time of the annual maintenance rating request, the visit will be conducted as an annual maintenance rating visit (see Annual Maintenance Rating Visit above).

Level Increase Rating Visit

A level increase rating request can be made if the provider believes that all requirements of a higher level have been met and they are ready to progress to the next level. In preparing for a level increase rating, the Coach/Paths to QUALITY Specialist and the provider should give careful consideration to each standard and the requirements for compliance prior to requesting a level increase rating.

The level increase rating process varies from the annual rating process. The provider is expected to be in compliance with the higher standards at the time of the level increase rating request. **The provider will be allowed 10 days to correct insufficiencies cited.**

The request for an increased level rating will be verified and documented through the Coach/Paths to QUALITY Specialist. The Rater will have 30 days from the date of the rating request notification to complete the rating visit.

After the rating visit is initially scheduled, the provider will only be permitted to reschedule their visit one additional time. Visits rescheduled at the Rater's request would not count against the provider. If the provider is unable to keep their second scheduled appointment due to an unplanned emergency event, they must wait six months before they can request another level increase rating.

At the conclusion of the rating visit, the Rater will leave a printed report with the provider indicating the level they will recommend to OECOSL. If any insufficiencies are determined at the visit, the provider will be given documentation of any corrective action necessary to pass the level requested. Providers will be advised to contact their Coach/Paths to QUALITY Specialist for technical assistance to address the insufficiencies.

The following process will be initiated when insufficiencies are cited during a level increase visit:

- The provider will work with their Coach/Paths to QUALITY Specialist to correct any insufficiencies and to provide documentation of compliance to the Rater. After it is determined that the provider has corrected the insufficiencies, the Coach/Paths to QUALITY Specialist will document the corrective actions in the Paths to QUALITY database.
- In some cases, it may have been impossible for a provider to physically show documentation of compliance to the Rater at the time of the rating visit. In this case, **the provider will have 10 days to submit “paperwork” only items to the Rater.** If mailing documentation, the item should be postmarked within the 10 days. This 10-day period is to allow the provider the opportunity to obtain and submit for the Rater’s review the missing items of documentation. Documentation will be accepted ONLY if the date on the documentation demonstrates the compliance with the standard/indicator at the time of the rating request. For example, national membership must have been applied for and requested prior to the rating request date; a training certificate must demonstrate the training occurred prior to the rating request date; etc.
- After 15 days, if no documentation has been provided to meet the standard, the Rater’s findings will again be reported to the Office of Early Childhood and Out of School Learning.

Once OECOSL has approved the rating, whether the provider passes or fails the higher level requested, the provider must wait six months from the approval date before they may request another rating. The six month wait would not apply to providers who achieve accreditation for the first time. The newly accredited provider may immediately request a level increase rating visit.

Results of Rating Visit

The results of the rating visit will be posted by the Rater in the database and will include a level recommendation. The Coach/Paths to QUALITY Specialist will contact the provider if there are insufficiencies to determine the need for technical assistance and will then take appropriate action to resolve.

Level Approval

Final approval for level achievement is made by the Office of Early Childhood and Out of School Learning. Once OECOSL has approved the level recommendation, the information will be listed on the Maintenance/ Congratulatory screen of the Paths to QUALITY database. Upon approval, the Paths to QUALITY partnering agency who requested the rating will issue the appropriate congratulatory letter, certificate, decal, and award to the provider. Additional information regarding the provider’s new annual visit date will also be indicated on the certificate and letter. If a loss of level occurs, the provider will be informed of their right to appeal the level approved.



Appeals Process

Programs that receive a level decrease or are not approved for a requested level increase have the right to appeal the adverse action. There is a two step appeal process.

STEP 1 Within **15 calendar days** of the date of notification of adverse action, you must send a written request for appeal to:

Paths to QUALITY™
Attn: Paths to QUALITY™ Appeals
402 W. Washington Street, W-386 MS02
Indianapolis, Indiana 46204-2739

The Paths to QUALITY™ Appeals Committee has **15 calendar days** to review the request and respond.

STEP 2 If you are not satisfied with the decision of the Paths to QUALITY™ Appeals Committee, you have **15 calendar days** to submit a **final written** request for appeal to:

Director
Office of Early Childhood and Out of School Learning
Attn: Paths to QUALITY™ Appeals
402 W. Washington Street, W-386 MS02
Indianapolis, Indiana 46204-2739

The Director has **15 calendar days** to review the decision of the Paths to QUALITY™ Appeals Committee and respond in writing.

The decision of the Director of the Office of Early Childhood and Out of School Learning is final
--

The Office of Early Childhood and Out of School Learning will notify IACCRR, Indiana AEYC and TCC of provider appeals and review decisions at both steps 1 and 2 of the appeals process.

LIMITATIONS OF APPEAL

If you miss the timeline, you forfeit your right to appeal. All appeals received will be counted as sent on the date as postmarked. All dates on responses will be counted as sent on the date as postmarked. An adverse action will go into effect during the appeals process. However, if a decision is found in favor of the program, the adverse action will be reversed. A provider may not advertise their program at a higher level than the adverse action warrants.

Provider Support and Professional Development

Coach Support

Coaching programs offer early care and education providers a practical and supportive way to learn, grow professionally, and be more effective in providing high quality experiences and environments for the young children in their care. Although the term “Coach” is widely used throughout many fields and disciplines, for purposes of the Paths to QUALITY rating system, the term is used in a more specific sense. A Coach is an early care and education professional who is concerned not only with how children grow and learn, but with helping child care providers to be more effective in their work.

The Coach does not supervise nor teach the providers, but rather models and guides. The Coach provides support and information to the providers regarding best practices in early care and education, while encouraging them if current practices are less effective than they could be. The Coach is committed to a close working relationship with the providers, offering feedback that can help the providers move to a higher level of competence and performance as outlined in Paths to QUALITY.

The providers must be dedicated to his/her own personal and professional growth and development, as well as the relationship with the Coach and the Paths to QUALITY standards and goals. The providers must be committed to learning new skills and reflecting on the environment, curriculum, general practices and interactions with children and families.

The Paths to QUALITY Coaching model allows for a provider to receive 25 hours of contact with the CCR&R Coach as they progress from Level 1 to Level 2 and from Level 2 to Level 3 as well.

As the provider seeks Level 4 verification, which is aligned with national accreditation, there are appropriate adaptations to the coaching model. **Providers working toward Level 4 are allowed 20 hours of quality advising with the Indiana Association for the Education of Young Children.** Regardless of model type being used, both should be rooted in philosophy of supporting providers through professional, customer service oriented relationship.

Coaches will record support time provided to providers in increments of quarter hours rounded to the nearest 15 minutes as follows:

15 minutes = .25
30 minutes = .50
45 minutes = .75
60 minutes = 1.0

Provider Professional Development Requirements

Teacher education and training refers to credit-based as well as non-credit-based education, training and workshops offered through higher education institutions, child care resource and referral agencies, and other professional organizations. Education and training provides adults with the knowledge and skills required to educate and care for children. The teacher/caregiver level of education and specialized training in early childhood education/child development and the hours of annual teacher training are related and are an especially important indicator of child care quality. There is a substantial amount of evidence that higher levels of teacher education and training are important contributors to high quality early childhood education programs as well as better child development outcomes.

The professional development requirements for Paths to QUALITY are divided into two categories:

1. Education
2. Annual in-service training

The education and annual in-service training requirements for all levels of Paths to QUALITY providers are included in the *Standards for Participation*. (Refer to the end of this section for a summary of these requirements.)

Organizing Professional Development Documentation

A provider's professional development documentation must be organized and prepared for review by the time of the rating request. A provider must be able to show documentation of how they meet both the education and in-service training standards for their respective level.

Provider Education Requirements

The *Standards for Participation* offer several options for providers and teaching staff to meet the Paths to QUALITY education requirements.

Options for Meeting the Paths to QUALITY Education Requirements

1. *Current Child Development Associate (CDA) Credential*: A provider must have a current CDA credential from the Council for Professional Recognition.
2. *CDA Equivalent*: Equivalents followed by an asterisk (*) must be current at the time of the rating request. Each option listed below is acceptable as a CDA Equivalent:
 - a. 12 completed college credit hours in Early Childhood Education, Child Development, or Elementary Education from an accredited college or university and documented by a transcript
 - b. Certified Childcare Professional*
 - c. Preschool Associates Credential*
 - d. Indiana Youth Development (IYD) Credential*
 - e. Montessori Certificate*
 - f. Indiana Early Childhood Administrator Credential (Administrator's Certificate)
3. *Completed Non-Credit-Based Training Hours leading toward a CDA*: If a provider is currently enrolled in and attending/working on a non-credit based education program to prepare for obtaining a Child Development Associate (CDA) credential, he or she may use that non-credit based training to meet the Paths to QUALITY education requirements. Non-credit based education is training provided through online training packages, local CCR&R agencies, and the Indiana Nonformal CDA Project. Refer to the *Paths to QUALITY Provider Education Requirements* flowchart for the number of hours required for each level.

All professional education hours must be awarded by an agency or organization with expertise in early childhood teacher preparation. These hours can be for college credit or for no credit. Education may be completed through a wide variety of training organizations, including two and four year colleges, private training organizations, vocational or technical schools, resource and referral agencies, and early childhood education programs that sponsor training (such as Head Start or the U.S. Military). Each agency or organization must provide verification of your education in the form of a transcript, certificate, or letter on official letterhead. (*The Child Development Associate National Credentialing Program and CDA Competency Standards*, page 9).

4. *Degree in Early Childhood Education, Child Development, or Elementary Education:* An associate, bachelor, master, or doctoral degree in Early Childhood Education, Child Development, or Elementary Education can be used to meet the Paths to QUALITY education requirements as long as it was issued by an accredited college or university.
5. *Equivalent degree:* A provider can meet the Paths to QUALITY education requirements using an equivalent degree. Equivalent degree is defined as a degree in a field other than Early Childhood Education, Child Development, or Elementary Education, with at least **15 credit hours** in Early Childhood Education, Child Development, Elementary Education, or equivalent.
6. *Completed College Credit Hours in Early Childhood Education, Child Development, or Elementary Education* – Completed college credit hours in Early Childhood Education, Child Development, Elementary Education, or equivalent can be used to meet Paths to QUALITY education requirements. Refer to the *Paths to QUALITY Provider Education Requirements* flowchart for the number of hours required for each level.
7. *Currently Enrolled in a Credit-Based Program for Early Childhood Education, Child Development, or Elementary Education* – College credit hours in any subject area required for the degree program will be accepted if the provider is enrolled in credit-based program for Early Childhood Education, Child Development, Elementary Education. Coursework on the curriculum schedule that the Early Childhood/Child Development/Elementary Education program student is currently enrolled in but has not yet completed can also be accepted for fulfilling the educational and in-service training standards. A college/university curriculum schedule signed by the higher education advisor and course registration documentation and percentage of course completed at the time of rating request from the instructor of record will be accepted by Paths to QUALITY as supporting documentation for fulfilling the educational and in-service training standards. 1 credit hour equals 16 clock hours, so for example, a 3 credit hour class that is 50 percent completed at the time of the rating request would equal 1.5 credit hours or 24 clock hours. Refer to the *Paths to QUALITY Provider Education Requirements* flowchart for the number of hours required for each level. A passing grade is not required for partially completed college credit hours.

Documentation

1. *CDA and CDA Equivalents:* All credentials and certificates must be documented with a certificate. If the credential or certificate expires, the credential or certificates must be

current at the time of the rating request.

Non-credit based CDA training must be documented by an official record/documentation of training completion.

In order for the non-credit based CDA training to be counted as leading toward a CDA, the following information must also be documented:

- Date and name of training
- Name of organization or agency providing the training
- Hours awarded for the training
- CDA competency area covered by the training

In the event that this information is not present on the official record/documentation of training completion, the Paths to QUALITY Non-Credit Based CDA Training form should be used. (Form can be found in the *Forms* section of this manual.)

2. *Credit-Based Education:* This applies to numbers 4 through 7 above. Documentation may include transcripts, curriculum schedules, or unofficial transcripts. An unofficial transcript must be readable and contain the following information: person's name, college or university name and address, course names, dates, and grades. If the address of the college or university is not present on the transcript, location information must be attached. If a copy of a degree is used for documentation, it must indicate the area of study in which the degree was obtained. Otherwise, a transcript is required.

Grade Requirements

All completed college courses being used to meet the Paths to QUALITY education requirements **must be completed with a grade of C or better.**

International Degrees and Transcripts

When an international degree or transcript requires translation, the Coach should send documentation (including the transcript or diploma and the individual's name to which the documents belong*) to the Indiana Association for the Education of Young Children, Attn: Senior Director, T.E.A.C.H Early Childhood® Indiana. Within 72 hours, the Senior Director will respond to the inquiry with a plan for the completion of the translation. Indiana AEYC will arrange for the documentation to be translated and return it to the Coach.

*Only the individual's name is needed on the transcript or diploma. All other information should be blacked out to protect the individual.

Accredited Colleges and Universities

All credit-based education must be received from an accredited college or university. A comprehensive listing of accredited degree-granting institutions of postsecondary education in the United States and its territories can be found in the *Higher Education Directory*®. Coaches should refer to their organization's Standard Operating Procedures and/or this book when questioning the accreditation of an American college or university. When questioning the accreditation of an international institution, Coaches should consult with the Indiana Association for the Education of Young Children, Attn: Senior Director, T.E.A.C.H. Early Childhood® Indiana.

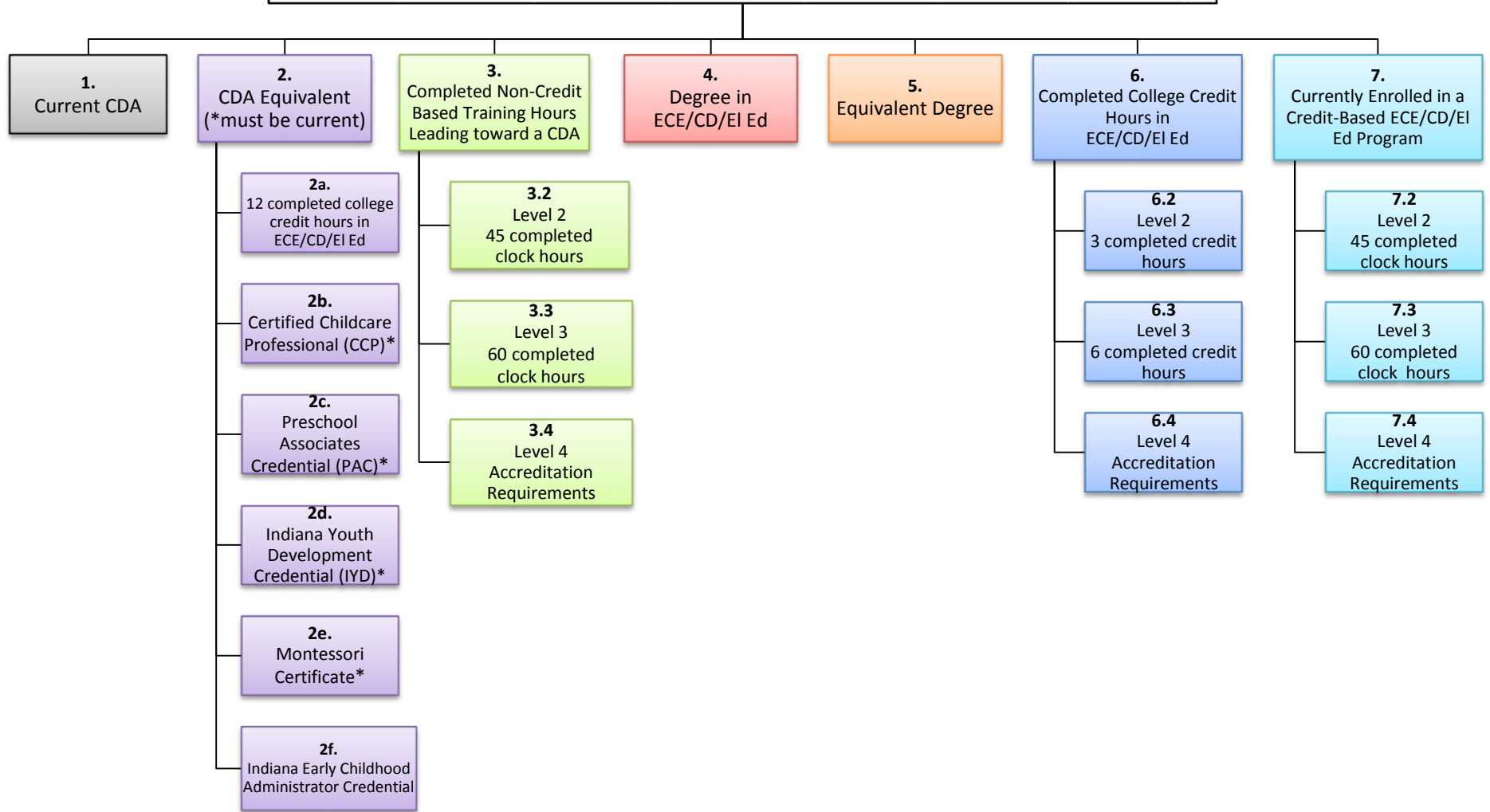
Equivalent Courses

A course is considered Early Childhood Education equivalent if it relates to child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development, including relevant field based experience.¹

If the college transcript does not clearly signify that a particular course is related to these areas, a course description might be used to verify that the course is an equivalent course. If equivalency cannot be determined, a list of OECOSL approved courses is available on the Paths to QUALITY database "Welcome" page. Coaches, raters, and supervisors have access to this list and should check whether a course in question has already been approved as equivalent by OECOSL. If a course in question is not on the list, the Coach should consult with his or her supervisor, who will then send a copy of the Equivalent Verification form to the appropriate OECOSL licensing manager. If equivalents are approved, a copy of the completed form should be maintained in the provider's education documentation.

¹ From the National Association for the Education of Young Children (NAEYC) definition of Degree Equivalency

Paths to QUALITY™ Provider Education Requirements Flowchart



Note: in addition to meeting accreditation requirements, child care home providers (lead caregiver) must have 1, 2, 4, or 5 to meet Level 4 requirements.

Provider In-Service Training Requirements

All child care providers participating in Paths to QUALITY must meet the annual educational or in-service training requirements for teaching staff/caregivers as specified in the Paths to QUALITY *Standards for Participation*.

All in-service training will be documented in writing by the child care provider annually. Provider will use the Education and Training Summary Form found in the Paths to QUALITY™ Workbook (this form is also available in the *Forms* section of this manual) or another form with equivalent information provided. Supporting documentation must be maintained for all trainings logged and may include certificates, transcripts, curriculum schedules from Early Childhood/Child Development degree programs, or other appropriate evidence. The Coach should work with the providers to collect and organize this information.

In-service trainings must be focused on topics relevant to early childhood education, elementary education, or child development:

- Administrative / Managing Program Operations
 - Including, but not limited to, business courses, computer classes
- Positive Classroom Management and Discipline
 - Including, but not limited to, social/emotional growth/development
- Developmentally Appropriate Practices and Curriculum
 - Including, but not limited to, establishing productive relationships with families; providing appropriate learning environment; commitment to professionalism
- Observing & Advancing Children's Development
 - Including, but not limited to, principles of child growth and development; observing and recording children's behavior; children with special needs; advancing children's physical and intellectual growth
- Health, Safety, Sanitation & Nutrition

Training formats may include online, face to face, credit and non-credit classes, workshops and conference sessions.

Types of training may include, but are not limited to:

- CDA Coursework;
- College Courses;
- Child and Adult Care Food Program Training;
- State/Regional Conferences or Workshops on Relevant Topics;
- Independent use of Training Videos (maximum of 4 clock hours annually with a written summary and documented on the Paths to QUALITY Education and Training Summary form or equivalent)

- Training Provided by Consultants, Director/Owner or designated training facilitators;
- Independent Reading of Early Childhood Literature (maximum of 2 clock hours annually with a written summary and documented on the Paths to QUALITY Education and Training Summary form or equivalent)
- Technical Assistance/Coaching, Multi-Topics (must be documented by both the provider and the agency providing the technical assistance/coaching on the Paths to QUALITY Education and Training Summary form or equivalent)

In-service training information for documentation will include, but is not limited to:

- Date of training
- Name and credentials of the trainer/or the training organization
- Content/subject of the training
- Type of training
- Number of clock hours of training in content area

In-service type and topic training exclusions:

- First Aid
- CPR
- Universal Precautions
- The hours of coaching and technical assistance provided by the Paths to QUALITY system specialists/Coaches would not count toward meeting the in-service training requirements
- Paths to QUALITY Introduction Session

SUMMARY OF PATHS TO QUALITY™ PROFESSIONAL DEVELOPMENT STANDARDS FOR HOMES

- ★ **Level One:** Licensed Child Care Home Providers will be able to meet minimum health and safety standards, and develop and implement basic health and safety policies and procedures. Licensed Child Care Home Providers meet the standards for a level 1 rating provided that the license issued by Family and Social Services Administration (FSSA), the Division of Family Resources (DFR) is current and in good standing. (Indiana Child Care Licensing Regulations may be found online at: <http://www.in.gov/fssa/carefinder/>.)
- ★ **Level Two:** All requirements of Level 1 are met. **Lead Caregiver** will have a current CDA or equivalent certificate, OR an early childhood degree or equivalent degree OR have completed 45 clock hours of educational training in early childhood education within the past three years leading to a CDA or an early childhood/child development degree. Lead Caregiver receives orientation and trains assistants on the *FOUNDATIONS to the Indiana Academic Standards for Young Children from Birth to Age 5*. Lead Caregiver is a member of a nationally recognized early childhood organization.

At least 50% of caregivers, including the lead caregiver, annually participate in a minimum of 15 clock hours of educational or in-service training focused on topics relevant to early childhood.
- ★ **Level Three:** All requirements for Levels 1 and 2 are met. **Lead Caregiver** has at least 12 months experience as a caregiver in a licensed child care setting or in a child care setting that is accredited by one of the Office of Early Childhood and Out of School Learning approved, nationally recognized organizations. Lead Caregiver will have a current CDA or equivalent certificate, OR an early childhood degree or equivalent degree, OR have completed 60 clock hours of educational training leading to an early childhood/child development degree or CDA credential within the past three years.

At least 50% of caregivers, including the lead caregiver, annually participate in a minimum of 20 clock hours of educational or in-service training focused on topics relevant to early childhood.
- ★ **Level Four:** Program meets all the requirements for Levels 1, 2, and 3. **Lead Caregiver** has a current CDA or equivalent or ECE degree or an equivalent degree. Accreditation by a Office of Early Childhood and Out of School Learning approved, nationally recognized accrediting body has been achieved and maintained. Lead caregiver volunteers to informally mentor a program at a Level 1, 2, or 3.

SUMMARY OF PATHS TO QUALITY™ PROFESSIONAL DEVELOPMENT STANDARDS FOR CENTERS

- ★ **Level One: Licensed Child Care Centers** will be able to meet minimum health and safety standards, and develop and implement basic health and safety policies and procedures. Licensed Child Care Centers meet the standards for a level 1 rating provided that the license issued by Family and Social Services Administration (FSSA), the Division of Family Resources (DFR) is current and in good standing. (Indiana Child Care Licensing Regulations may be found online at: <http://www.in.gov/fssa/carefinder/>.)
- ★ **Level Two:** All requirements of Level 1 are met. **Director** receives orientation and trains staff on the *FOUNDATIONS to the Indiana Academic Standards for Young Children from Birth to Age 5*. Director is a member of a nationally recognized early childhood organization. **25% of teaching staff**, including the Director, have either a Child Development Associate credential (CDA) or equivalent certificate, OR an early childhood degree or equivalent degree, OR have completed 45 clock hours of educational training leading to an Early Childhood/Child Development degree or CDA credential. **At least 50% of teaching staff** participate annually in a minimum of 15 clock hours of educational or in-service training focused on topics relevant to early childhood.
- ★ **Level Three:** All requirements for Levels 1 and 2 are met. **At a minimum, the Lead Teacher** receives paid planning time. **50% of teaching staff** have either a CDA or equivalent certificate, an early childhood degree or equivalent degree, OR completed 60 clock hours of educational training leading to an early childhood/child development degree or CDA credential. At least 50% of teaching staff, including the Director, participate annually in a minimum of 20 clock hours of educational or in-service training focused on topics relevant to early childhood.
- ★ **Level Four:** Program meets all the requirements for Levels 1, 2, and 3. Accreditation by a Office of Early Childhood and Out of School Learning approved, nationally recognized accrediting body has been achieved and maintained. Director volunteers to informally mentor a program at a Level 1, 2, or 3.

SUMMARY OF PATHS TO QUALITY™ PROFESSIONAL DEVELOPMENT STANDARDS FOR MINISTRIES

- ★ **Level One: Unlicensed Registered Child Care Ministries** will be able to meet minimum health and safety standards, and develop and implement basic health and safety policies and procedures. Unlicensed Registered Child Care Ministries meet the standards for a level 1 rating provided that:
The registration issued by the Family and Social Services Administration (FSSA), the Division of Family Resources (DFR) is current and in good standing (Indiana Child Care Licensing Regulations may be found online at: <http://www.in.gov/fssa/carefinder/>);
The director has completed a Child Development Associate credential (CDA) or early childhood degree or equivalent degree, OR the director of the ministry agrees to obtain a minimum of a CDA within three years of beginning Paths to QUALITY™ and shows progression towards completion each year;
The director of the ministry completes a Office of Early Childhood and Out of School Learning approved training on the practice of safe sleep and reducing the risk of SIDS in child care;
and **staff members** receive orientation within 30 days of being hired.
- ★ **Level Two:** All requirements of Level 1 are met. **Director** receives orientation and trains staff on the *FOUNDATIONS to the Indiana Academic Standards for Young Children from Birth to Age 5*. Director is a member of a nationally recognized early childhood organization. Director has a current CDA or equivalent certificate, OR an early childhood degree or equivalent degree.
25% of teaching staff have either a CDA or equivalent certificate, OR an early childhood degree or equivalent degree, OR have completed 45 clock hours of educational training leading to an EC/CD degree or CDA credential.
At least 50% of teaching staff, including the Director, annually participate in a minimum of 15 clock hours of educational or in-service training focused on topics relevant to early childhood.
- ★ **Level Three:** All requirements for Levels 1 and 2 are met. **At a minimum, the Lead Teacher** receives paid planning time.
50% of teaching staff have either a CDA or equivalent certificate, OR an early childhood degree or equivalent degree, OR have completed 60 clock hours of educational training leading to an early childhood/child development degree or CDA credential.
At least 50% of teaching staff, including the Director, annually participate in a minimum of 20 clock hours of educational or in-service training focusing on topics relevant to early childhood.
- ★ **Level Four:** Program meets all the requirements for Levels 1, 2, and 3. Accreditation by a nationally recognized accrediting body, approved by the State, has been achieved and maintained. Director volunteers to informally mentor a program at a Level 1, 2, or 3.

SUMMARY OF PATHS TO QUALITY™ INCENTIVES AND AWARDS FOR PROVIDERS

Level 1 Participation Incentive

A one-time Participation Incentive equivalent to \$50 will be given to a provider who volunteers to participate in Paths to QUALITY upon completion of enrollment. The non-cash incentive will be in the form of developmentally appropriate items to be used for the child care program.

Coaching Support

Providers enrolled in Paths to QUALITY will be eligible for up to 25 hours of coaching per level to assist in meeting the level 2 and level 3 standards and moving to a higher level of quality. CCR&R Coaches are available through the statewide network of child care resource and referral agencies for technical assistance and local support. Providers are also eligible and given priority for professional development opportunities and education scholarships to help meet the Paths to QUALITY education and in-service training requirements.

Level 2 and Level 3 Recognition Awards

Recognition Awards will be made to a provider enrolled in Paths to QUALITY upon their achievement of an increase in quality level. The one-time per level award is non cash and can be chosen by the provider based on need from a selection of developmentally appropriate items to be used for the child care program.

- The award for a licensed child care home achieving Level 2 or Level 3 will be equivalent to \$300 per level.
- The award for a licensed center or VCP-certified registered ministry achieving Level 2 or Level 3 will be equivalent to \$1000 per level.

Programs that are closing should not be issued an award. Verification of closing should be received from the provider or, if necessary, OECOSL. Verification should only be sought from OECOSL in instances where verification cannot be obtained from the provider.

Provider Support for Accreditation and Level 4

A provider who has achieved Level 3 and desires to move to the next level and become accredited by an approved national accrediting body will be eligible for financial support, technical assistance and up to 20 hours of Quality Advising.

The amount of financial support is based on need and the licensed capacity of the program and includes support for the self study process, the validation/endorsement phase, and

material/ equipment needed to meet the accreditation criteria. The amount of financial assistance is \$25 per child up to a maximum of \$400 for licensed child care homes and \$25 per child up to a maximum of \$3,000 for licensed child care centers/ VCP-certified registered ministries.

Level 4 Recognition Award

A special cash award will be made to a provider enrolled in Paths to QUALITY upon achieving national accreditation from an approved national accrediting body and completing the requirements for the highest level of quality Level 4.

- The one-time cash award for a licensed home achieving Level 4 is \$500.
- The one-time cash award for a licensed child care center or VCP-certified registered ministry achieving Level 4 is \$1500.

Programs that are closing should not be issued an award. Verification of closing should be received from the provider or, if necessary, OECOSL. Verification should only be sought from OECOSL in instances where verification cannot be obtained from the provider.

Annual Level 4 Accreditation Maintenance Award

A cash award will be made annually to providers enrolled in Paths to QUALITY who maintain the standards for Level 4 and accreditation from an approved accrediting body (*Appendix K*). Programs that are closing should not be issued an award. Verification of closing should be received from the provider or, if necessary, OECOSL. Verification should only be sought from OECOSL in instances where verification cannot be obtained from the provider.

- The annual award for a licensed home who maintains Level 4 requirements is \$300.
- The annual award for a licensed center or VCP-certified registered ministry who maintains Level 4 requirements is \$1000.

Provider Support for Maintenance of Accreditation and Level 4

A provider who has maintained Level 4 and maintains accreditation by an approved national accrediting body will be eligible for financial support and technical assistance 3 years prior to the expiration of their accreditation. The amount of financial support is based on need and the licensed capacity of the program and includes support for the self study process, the validation/endorsement phase, and material/equipment needed to meet the accreditation criteria. The amount of financial assistance is \$25 per child up to a maximum of \$400 for licensed child care homes and \$25 per child up to a maximum of \$3,000 for licensed child care centers/ VCP-certified registered ministries.

CCDF TIERED REIMBURSEMENT RATES

Effective May 11, 2014, a new tiered rate reimbursement system was established for providers who care for low income children and participate in the Child Care and Development Fund (CCDF) Voucher program. The new tiered rates are based on a provider's rated Paths to QUALITY level. The rate increases are designed to recognize programs for their quality achievements and to help cover the increased costs associated with meeting higher quality standards as well as encouraging even more programs to join Paths to QUALITY and move up the rated quality levels. The goal is to allow families with CCDF vouchers to have access to the highest quality programs without experiencing increased out-of-pocket costs. Licensed Programs who reach Level 2 in Paths to QUALITY will be eligible for a 10 percent increase over the base reimbursement rate; Level 3 programs will be eligible for a 20 percent increase; and at Level 4 programs will be eligible for a 30 percent increase over the base CCDF reimbursement rates. In addition, Registered Ministries that achieve Voluntary Certification and enroll as Level 1 in Paths to QUALITY will receive a higher rate than non-certified ministries.

Eligibility for higher CCDF Reimbursement Rate due to PTQ Level Increase

A provider is eligible for a higher CCDF reimbursement rate when the provider's Paths to QUALITY rated level increases. On a monthly basis the Automated Intake System will adjust all existing vouchers to reflect the provider's new rate of CCDF reimbursement.

At the time of their level increase, the provider is also allowed the opportunity to increase their charges to the public. If the provider plans to increase their charges, they have 30 days from the date of their Paths to QUALITY level increase letter to submit new CCDF Provider Information Pages for all children participating in CCDF. The provider will be instructed to submit a copy of their Paths to QUALITY level increase letter with their CCDF Provider Information Pages to the local CCDF Intake Agent for processing. The Intake Agent has 10 business days to complete the voucher adjustment and then mail the new vouchers to the provider. The voucher changes will not be retroactive. If the CCDF Provider Information Page is not received by the Intake Agent within the required 30 days, the change will only take place at the time of each child's CCDF reauthorization. (Refer to Appendix M for process)

Reduction in CCDF Reimbursement Rate due to PTQ Level Decrease

A provider's CCDF Reimbursement rate will be reduced if the provider's rated level decreases in Paths to QUALITY. Level decreases are documented on the PTQ Level Adjustment report available the first Sunday of the month. On a monthly basis the Automated Intake System will adjust all existing vouchers that are affected to reflect the provider's new rate of CCDF reimbursement. Within three business days, the Intake Agent will notify the CCDF family and their provider if there are any changes in their vouchers.

Local Resources

Each provider enrolled in Paths to QUALITY will receive a comprehensive listing of resources and professional development opportunities available throughout the state. These resources may be used to compliment services being offered by Indiana AEYC and the local Child Care Resource and Referral agencies.

AWARDS SUMMARY

LICENSED CHILD CARE HOMES:

Level 1	\$50 non-cash incentive
Level 2	\$300 non-cash
Level 3	\$300 non-cash
Level 4	\$500 cash
Level 4 annual	\$300 cash

LICENSED CHILD CARE CENTERS:

Level 1	\$50 non-cash incentive
Level 2	\$1,000 non-cash
Level 3	\$1,000 non-cash
Level 4	\$1,500 cash
Level 4 annual	\$1,000 cash

UNLICENSED REGISTERED MINISTRIES:

Level 1	\$50 non-cash incentive
Level 2	\$1,000 non-cash
Level 3	\$1,000 non-cash
Level 4	\$1,500 cash
Level 4 annual	\$1,000 cash

Paths to QUALITY™

Marketing

Paths to QUALITY™ Marketing Policy

A Marketing Plan with specific strategies and resources has been developed to promote and market Paths to QUALITY™. Marketing is everyone's responsibility. All partners are expected to support and help implement the Marketing Plan. The Paths to QUALITY Marketing and Outreach Committee, responsible within the Paths to QUALITY System for technical decision making regarding provider recruitment strategies, consumer education campaign, and website development and maintenance, worked in consultation with marketing experts to prepare the Plan. Each Partner has a representative on the Marketing and Outreach Committee who is responsible to share information with others within their organization.

The Plan and expenditures have been reviewed and approved by the Governor's Marketing Committee. Any changes or deviations from the approved plan must have prior approval from the Office of Early Childhood and Out of School Learning and the Governor's Marketing Committee. All Paths to QUALITY printed items, unless using an approved template, need prior approval. This includes mass mailings, flyers, publications, advertising, etc.

The marketing plan has statewide components as well as individualized strategies and resources for each SDA that are in alignment with state strategies. Training and talking points shall be provided to Partners to help ensure a consistent statewide message and the best utilization of marketing resources and materials. The marketing strategies should be embedded within other existing programs, relationships, and activities to maximize the impact and recognition of Paths to QUALITY.

Paths to QUALITY Logo and Trademark

As part of the Marketing Plan, a special “look” with specific choices of font, colors, tagline, and logo with trademark has been developed to brand Paths to QUALITY. Branding is the process of creating a clear, consistent message about Paths to QUALITY so that when people see or hear Paths to QUALITY they will think of our mission. A strong brand will help us achieve our mission.

Because there are many partners involved in marketing activities in many different ways, it is important that everyone adhere to the Branding Guidelines (*Appendix J*) that have been developed to provide the direction that will help us all produce materials so the Paths to QUALITY “look” is unified. This will help us reach our goal of producing materials that the public recognizes as Paths to QUALITY in all areas of the state. The Branding Guidelines should be used by everyone when designing and producing Paths to QUALITY materials. The guidelines should be printed and given to any corporate partners or sponsors that will produce materials with the Paths to QUALITY name and logo.

A separate provider logo has been developed for providers to promote their participation in Paths to QUALITY and show their commitment to providing quality child care. The provider logo is included in the toolkits for each level and can be used for marketing and advertising as well as any family communications such as letters, postcards or newsletters. The logo should never be altered in any way other than a simple size adjustment. The guidelines for the Paths to QUALITY Provider Logo should be followed by all providers.

Misuse of Paths to QUALITY Logo or Marketing Materials

If a provider uses the Paths to QUALITY logo or marketing materials inappropriately, a letter will be sent to the provider specifying the inappropriate use and necessary action for correction. If the provider continues to misuse the logo or materials after this notification, the CCR&R or Indiana AEYC will contact the appropriate Office of Early Childhood and Out of School Learning manager for assistance.

Paths to QUALITY Display Signs

As part of a Community Awareness Campaign funded through the American Recovery and Reinvestment Act (ARRA), each program that is enrolled in Paths to QUALITY™ and rated at Level 2, 3 or 4 will have the option to receive an appropriate display sign suitable for outdoor use.

Providers should be encouraged to use the signs to help raise community awareness of Paths to QUALITY, to brand the logo for future relevance to consumers as well as to provide recognition to those child care providers who have earned ratings higher than a Level one.

A new sign will be awarded to programs each time there is a level increase, with the new sign reflecting the newly awarded level. The old sign shall be returned for possible reuse. Programs may choose from the following sign options:

Levels 2, 3 and 4:

- Garden Flag
- Yard Sign

Level 4 only:

- Banner

Sign Distribution

It shall be the responsibility of the CCR&R Coach or the Indiana AEYC Coach to distribute the signs according to the approved Standard Operating Procedures. Information regarding delivery of signs shall be entered into the Paths to QUALITY database by the Coach.

Special care should be taken to safeguard the supply of display signs to prevent misuse or loss of the materials. Inventory control procedures shall be maintained according to the approved Standard Operating Procedures.

CCR&R will be responsible for all delivery of signs related to any rating visits they request. Indiana AEYC will be responsible for all delivery of signs related to any rating visits they request. This includes rating visits for Level 3 and Level 4 programs that are reduced a level or levels.

Each child care program will have the opportunity at the time of delivery to have a video made for social media posting. A Talent Release Form must be signed by all adults in the video. No children may be included in the video. All videos must be reviewed prior to posting for appropriateness and good taste according to the approved Standard Operating Procedures.

Provider Requirements for Use of Signs

The provider must complete a Sign Compliance Agreement prior to receiving a display sign. The agreement includes the provider's responsibilities and requirements on how the sign may be used.

The sign/flag/banner must be clearly placed on the property of the facility or family child care home that has been rated. If more than one home or facility is in close proximity, the location of the sign/flag/banner must clearly indicate which program it represents.

Signs are non-transferable and cannot be altered.

The aluminum yard sign may have an information tube and/or clip-on phone number that is removable attached to the sign at the program's expense as long as the Paths to QUALITY logo is still visible.

The garden flag may not have anything attached to it, but an information tube may be placed next to the flag at the program's expense.

The Level 4 banner may not have anything attached to it, but an information tube may be placed next to the banner at the program's expense. The banner should be displayed by hanging on a facility or fence, or stakes may be used to secure it to the ground.

If the sign/flag/banner is misused or altered in any way, the sign will be removed.

Lost, Stolen, or Damaged Signs

If a sign/flag/banner is stolen, the provider must immediately report the theft to their Coach. In any instance where a sign/flag/banner is lost, stolen, or damaged, the provider will need to complete a Sign Replacement Form within 30 days of loss or damage and send to their Coach. Only one replacement of a sign/flag/banner can be made.

In the event that a sign/flag/banner is obsolete or damaged, it should be listed in the partner's inventory disposition sheet and disposed of in a manner that would render it permanently unusable. Recycling is the preferred method of disposal if possible.

Recovering Display Signs

If a provider closes or loses a level, the Paths to QUALITY display sign must be removed. The Office of Early Childhood and Out of School Learning, the CCR&R staff and/or Indiana AEYC Coaches have the right to remove the sign.

To recover the display sign from the provider, a letter will be sent to the provider by the CCR&R or Indiana AEYC requesting that the sign be returned to the CCR&R or Indiana AEYC. If the provider fails to respond within 15 days, and inappropriate usage of the sign is suspected, the CCR&R or Indiana AEYC will contact the appropriate Office of Early Childhood and Out of School Learning manager for assistance in recovering the display sign.

Glossary

Advisor: A CCR&R staff person who serves as an informational resource for a child care provider who chose not to engage in a coaching relationship.

Age Appropriate Activities: Activities designed for the particular age of child served.

Annual: 12 months previous to the date of the rating request.

Annual Level 4 Accreditation Maintenance Award: An annual cash award made to providers enrolled in Paths to QUALITY™ who annually maintain the standards for Level 4 and Accreditation from an approved accrediting body.

Approved Accrediting Body: Any one of a number of voluntary and nationally recognized accreditation systems for early child care centers, homes or ministries that is authorized and validated by the National Early Childhood Program Accreditation Commission and, more specifically, recognized by the Indiana Office of Early Childhood and Out of School Learning as an accepted Paths to QUALITY™ accreditation entity.

Assistant Caregiver: A qualified staff person who must be at least 18 years of age and have a high school diploma or shall have passed an equivalency test, that is included in child/staff ratios providing direct care and education to children. Substitute staff and volunteers included in child/staff ratios shall meet the minimum assistant caregiver qualifications and the educational or in-service training requirements.

Office of Early Childhood and Out of School Learning (OECOSL): The office of the Indiana Family and Social Services Administration, Division of Family Resources, whose mission is to provide all parents with informed child care choices that promote their children's health, safety and future success in school.

CDA Equivalent Certificate: Documentation from an accredited college or university that twelve (12) college credits in early childhood education or a similar field of study, with a grade C or better, have been completed.

Child Care and Development Fund (CCDF): A program authorized through the U.S. Dept. of Health and Human Services and administered in Indiana through the Indiana Family and Social Services Administration (IFSSA), Division of Family Resources (DFR), Office of Early Childhood and Out of School Learning (OECOSL), for the purpose of having one single integrated child care funding system that assists low-income families through subsidized child care and increases the availability of quality child care services.

Child Care Professional: A title used to describe a qualified person who works with young children age birth to eight years of age, often used interchangeably with early care and education professional, early childhood professional, early childhood teacher, early childhood educator, early childhood practitioner, early childhood provider, child care provider, caregiver or provider.

Child Care Resource & Referral agency (CCR&R): Any of nine nonprofit agencies strategically located throughout Indiana whose common mission is to provide child care referrals to families, assist families in making informed child care choices, and supply training and resources to child care providers and the community.

Child Development Associate (CDA): An individual who has successfully completed the CDA assessment process has been awarded the CDA Credential (administered by the Council for Professional Recognition, www.cdacouncil.org), and is able to meet the specific needs of children and work with parents and other adults to nurture children's physical, social, emotional and intellectual growth in a child development framework.

Clock Hour: 60 minutes, rounded to the nearest quarter hour.

Council on Accreditation (COA): An independent, not-for-profit, child- and family-service and behavioral healthcare accrediting organization.

Curriculum: Goals for children's development and learning; experiences through which children achieve goals; what staff and families do to help children achieve goals; materials needed to support the implementation of goals.

Developmentally Appropriate: A program planned and carried out that takes into account the level of physical, social, emotional, and intellectual development of a child.

Director: Licensed child care centers and unlicensed registered ministries must have a designated director or site director. This individual is the person designated by the Office of Early Childhood and Out of School Learning in the licensing database who is responsible for the day-to-day program implementation and is present at the center or ministry to oversee and or participate in the child care program.

Early Care and Education Professional: See Child Care Professional

Early Childhood: Birth to 8 years of age.

Environmental Rating Scale (ERS): An assessment tool that measures environmental indicators of quality in child care settings.

FOUNDATIONS to the Indiana Academic Standards for Young Children From Birth to Age 5:

An overview of the *FOUNDATIONS* document and its relevance regarding the implementation of key principles within the document as a guide to assist young children with knowledge and skills in the early years that will prepare them for success in school. Previous training meeting these criteria will be accepted if documentation can be provided.

Goals (for children): Statements that address learning and development for all children.

Good Standing: The term used to describe a provider who is in compliance with Indiana’s regulations for licensed or registered care and does not have any pending negative action against their license or registration.

Grandfathered Provider: A grandfathered provider is one who is currently enrolled in the quality rating system offered through one of the two pilots, Early Childhood Alliance or 4C of Southern Indiana.

Higher Education Directory (HED): The book that contains listings of accredited, degree-granting institutions of post-secondary education in the United States and its territories published by Higher Education Publications, Inc.

Indiana Association for Child Care Resource and Referral (IACCRR): An Indiana non-profit organization whose mission is to work with member Child Care Resource and Referral (CCR&R) agencies to provide coordinate and advocate for a strong statewide system of child care resource and referral.

Indiana Association for the Education of Young Children (Indiana AEYC): The state affiliate of the National Association for the Education of Young Children (NAEYC) whose mission is to support quality care and education for all young children birth through age eight in Indiana.

Indiana Family and Social Services Administration (FSSA): A health care and social service funding agency established by the General Assembly in 1991 to consolidate and better integrate the delivery of human services by State government.

Indicator: Some of the Standards from the *Paths to QUALITY Standards for Participation* are further clarified by sub-requirements called indicators. A Standard with indicators can only be met if all of its indicators are also met.

Infant (Based on Type of Facility):

1. Center and Unlicensed Registered Ministry: A child who is at least 6 weeks of age until the child is able to walk consistently unassisted.
2. Home: A child from birth to 12 months of age.

Informal Coaching: A Level 4 Mentor, defined as a provider who has successfully experienced Paths to QUALITY™, is matched to another enrolled provider at Levels 1, 2 or 3 to share, encourage, guide and support the provider through the Paths to QUALITY™ program. Existing coaching relationships among providers will be honored. Coaching activities include, but are not limited to, e-mail, phone calls, on-site visits, group coaching, and other leadership activities.

Interpretive Guides: Interpretive Guides for Licensed Centers, Licensed Homes, Registered Ministries, and VCP Ministries are updated annually by OECOSL and posted online. The purpose of these Guides is to provide OECOSL Consultants with a tool for determining compliance with a particular licensing or ministry/VCP rule. The Guides provide information on the purpose of each rule as well as any special instructions necessary for compliance determination. The Guides should also be used by providers to prepare for licensure/registration or to maintain compliance while licensed/registered.

Introduction Session: The forum used to share information regarding Indiana's Quality Rating System which must be attended by all child care providers prior to their enrollment in Paths to QUALITY™.

Lead Caregiver: Licensed child care homes will each have a designated Lead Caregiver. A licensed child care home Lead Caregiver is the individual who is responsible for day-to-day program implementation and is present on site to oversee and/or participate in the child care program. A Lead Caregiver cannot service more than one site. In some circumstances, the Licensee may be a different person than the Lead Caregiver.

Learning Center: A defined area, within the classroom/area, in which children may participate in similar or related types of activities.

Level (1-4): Distribution of criteria used in the Paths to QUALITY™ framework identifying indicators of higher quality at higher levels.

Level Advancement and Maintenance Plan (LAMP): A written scheme, program, or method worked out before hand for the accomplishment of objectives. Also known as a Plan of Action. For the purposes of Paths to QUALITY, a LAMP is a working document used by Coaches and Paths to QUALITY specialists that provides guidance for fulfilling the Paths to QUALITY standards. A LAMP outlines the standards not met by a provider at the time of an on-site verification visit, task(s) to meet the standards, deadline for completion of task(s), and the party responsible for completion. All standards must be met prior to a request for rating.

Licensed Care: Early childhood program which meets certain criteria set by the state of Indiana.

LOGS: Loss of Good Standing. For information regarding Loss of Good Standing as it relates to Paths to QUALITY providers, refer to the *Provider Compliance Issues* section.

Coach: Person who provides support and encouragement over time and is committed to a close working relationship with the purpose being to help other adults to become more effective in their work.

Coaching: A field-based approach to professional development that encourages staff to build their skills within a supportive environment.

Memorandum of Agreement: Document identifying specific roles and responsibilities between individuals or agencies.

Multicultural: Relating to, consisting of, or participating in the cultures of different countries, ethnic groups, or religions.

National Association for the Education of Young Children (NAEYC): A national member organization with a network of state, local and regional affiliates consisting of early childhood educators dedicated to bringing high quality early learning opportunities to all children birth to age eight.

National Association for Family Child Care (NAFCC): A national organization dedicated to strengthening the profession of family child care by promoting high quality, professional early care and education and strengthening communities where providers live and work.

National accreditation: Official recognition that a program has met a nationally recognized standards or criterion.

National Early Childhood Program Accreditation (NECPA): A national accrediting organization dedicated to encouraging quality and recognizing excellence in early childhood programs in centers. It is authorized and validated by the National Early Childhood Program Accreditation Commission.

Open-Ended: Allowing for a spontaneous, unstructured response.

Participation Incentive: A one-time allocation of pre-packaged educational materials which support the Foundations to the Indiana Academic Standards for Young Children Birth to Age 5 (approximate value \$50) which are given to Paths to QUALITY™-eligible providers who enroll in Paths to QUALITY™.

Paths to QUALITY™: A free and voluntary system designed to raise the standard of quality in child care and early education in Indiana.

Philosophy (written): The written sum of ideas and beliefs accepted by the child care facility related to the care of young children

Policy: The guidelines and expectations for a program's operation.

Pre-school Age (Based on Type of Facility):

1. Center and Unlicensed Registered Ministry: A child at least 3 years of age and not attending first grade.
2. Home: A child older than 24 months and not yet attending first grade

Procedure: An established way of doing things.

Provider Eligibility Standards: Legislated standards that must be met by any child care provider before they can receive reimbursement through the Child Care Development Fund voucher program.

Provider Workbook: A document designed to assist early care and education professionals in successfully achieving quality levels within the Paths to QUALITY™ system.

Purdue University Child Development and Family Studies: The Indiana institution of higher education charged with conducting a formative and summative evaluation of Indiana's Quality Rating System.

Quality Rating System: A systemic approach to assess, improve, and communicate the level of quality in early care and education programs.

Indiana AEYC Coach: The Indiana AEYC staff person who serves as an informational resource for a child care provider working on attainment of accreditation and Level 4.

Rater: Individual responsible for assessing whether or not the Paths to QUALITY™ criterion has been met in order for the provider or program to move to another level.

Rater Verification Process: The process by which the Rater assesses an early childhood program.

Readiness Checklist: A Readiness Checklist is a tool that explains what is required to meet the Standards of a Paths to QUALITY Level. Providers and coaches use the tool to determine if a provider is ready to be rated for Level maintenance or Level advancement. Paths to QUALITY Raters use the tool for the purpose of assessing whether the standards of a requested Level have been met.

Recognition Award (for Level 2 and Level 3): A one-time, non-cash award, chosen by a provider from a selection of developmentally-appropriate child care materials, granted to a provider upon achievement of Paths to QUALITY™ Level 2 and Level 3.

Recognition Award (for Level 4): A special one-time cash award made to a provider enrolled in Paths to QUALITY™ upon achieving national accreditation from an approved national accrediting body and completing the requirements for Paths to QUALITY™ Level 4.

Registered: An early childhood program housed within a religious organization which meets certain criteria set by the state of Indiana.

School-age (Based on Type of Facility):

1. Center and Unlicensed Registered Ministry: A child attending first grade or above.
2. Home: A child who is attending grade 1 or above

SDA (Service Delivery Area): An area (designated by counties) which is serviced by a CCR&R agency.

Self-Guided Study: A Paths to QUALITY™ enrollment option which allows providers to work independently, without a Coach, to meet Level standards.

Self-Help Activities: Those basic skills needed to take care of one's own needs.

Staff Orientation: Orientation for new staff is important to prevent any harm to children from poorly prepared staff. Staff shall be provided essential information on the philosophy, goals and practices of the facility in order that they can fully assume the duties and responsibilities of their positions, and can understand and implement the policies and procedures of the facility and the specific responsibilities assigned to the particular staff member.

Standard: A Standard is a requirement that must be met by a provider in order to maintain or advance in the Paths to QUALITY system. The Paths to QUALITY *Standards for Participation* is a comprehensive listing of all the Paths to QUALITY Standards.

Teacher Education and Compensation Helps (T.E.A.C.H Early Childhood® Indiana): A program administered by Indiana AEYC that offers educational scholarship opportunities for people working in licensed, registered, or exempt child care centers and homes in Indiana.

Teaching Staff: All individuals included in child/staff ratios. Substitute staff and volunteers included in child/staff ratios shall meet the minimum caregiver qualifications and the educational or in-service training requirements.

Technical Assistance: The timely provision of specialized advice and customized support to resolve specific problem, increase efficiency, or enhance capacity.

TCC Software Solutions (TCC): The Indiana organization responsible for providing Raters for the Paths to QUALITY system.

Toddler (Based on Type of Facility):

1. Center and Unlicensed Registered Ministry: A child who is less than 30 months of age and is able to walk consistently unassisted.
2. Home: A child from 12 months of age through 24 months of age.

“Topics Relevant to Early Childhood”: The required content areas of educational or in-service training for caregivers to increase their knowledge of working with young children. They are:

1. Positive classroom management and discipline including but not limited to, social/emotional growth/development.
2. Developmentally appropriate practices and curriculum including, but not limited to, establishing productive relationships with families; providing appropriate learning environment; commitment to professionalism.
3. Child development including, but not limited to, principles of child growth and development; observing and recording children’s behavior; advancing children’s physical and intellectual growth.
4. Health, nutrition, sanitation, and safety

Voluntary Certification Program (VCP): A voluntary, quality enhancement program administered by the Office of Early Childhood and Out of School Learning (OECOSL), with the goal of substantially improving standards in Health, Safety, Food/Nutrition, and Infant/Toddler care within an Indiana unlicensed registered child care ministry. Licensed child care center consultants will perform all VCP inspections. Questions regarding the VCP process or inspections should be directed to the OECOSL Licensed Center Manager.

Appendices

APPENDIX A

Paths to QUALITY™ Roll-Out Schedule

- January, 2008:** Early Childhood Alliance (ECA)
CCR&R Service Delivery Area 3
Counties - Allen, DeKalb, LaGrange, Noble, Steuben, Whitney
- 4C of Southern Indiana
CCR&R Service Delivery Area 9
Counties - Daviess, Dubois, Gibson, Knox, Martin, Perry, Pike, Posey, Spencer, Vanderburgh, Warrick
- May, 2008:** Childcare Solutions (Bona Vista Programs)
CCR&R Service Delivery Area 5
Counties – Adams, Blackford, Grant, Howard, Huntington, Jay, Miami, Tipton, Wabash, Wells
- Community Alliance and Services for Young Children (CASY)
CCR&R Service Delivery Area 6
Counties – Clay, Greene, Montgomery, Morgan, Owen, Parke, Putnam, Sullivan, Vermillion, Vigo
- Childhood Connections
CCR&R Service Delivery Area 10
Counties – Bartholomew, Brown, Crawford, Harrison, Jackson, Jennings, Lawrence, Monroe, Orange, Washington
- Southeastern Indiana Economic Opportunity Corporation (SIEOC)
CCR&R Service Delivery Area 11
Counties – Clark, Dearborn, Decatur, Floyd, Franklin, Jefferson, Ohio, Ripley, Scott, Switzerland
- October, 2008:** Child Care Answers
CCR&R Service Delivery Area 7
Counties - Hamilton, Hendricks, Johnson, Marion

January, 2009: Work Force Development Services (WorkOne)

CCR&R Service Delivery Area 1

Counties – Lake, LaPorte, Porter

4Cs St. Joseph County

CCR&R Service Delivery Area 2

Counties – Elkhart, Fulton, Kosciusko, Marshall, St. Joseph, Starke

Tippecanoe County Child Care (ConneXions)

CCR&R Service Delivery Area 4

Counties – Benton, Boone, Carroll, Cass, Clinton, Fountain, Jasper,
Newton, Pulaski, Tippecanoe, Warren, White

Huffer Memorial Child Care

CCR&R Service Delivery Area 8

Counties – Delaware, Fayette, Hancock, Henry, Madison, Randolph, Rush,
Shelby, Union, Wayne

APPENDIX B

Step by Step Procedures for Providers Moving from Level 1 to Level 2 and Level 2 to Level 3

(Rev. Aug. 2010)

Coached Provider

Once the provider has attended the Introduction Session, the next step is to submit the Paths to QUALITY enrollment form, Questionnaire and Paths to QUALITY Participation Incentive Choice form to the local CCR&R agency. Upon receipt of these forms, the following steps will be taken:

- The Paths to QUALITY Specialist verifies that the provider is in “good standing”
- The provider is assigned a CCR&R Coach.
- The CCR&R Coach contacts the provider and schedules the first on-site visit.
- At the time of the first visit, the following will happen:
 - The Paths to QUALITY Memorandum of Agreement is signed by both parties.
 - The provider will receive the Paths to QUALITY Participation Incentive, Provider Tool Kit, Level 1 Certificate, and quarterly CCR&R training calendar.
 - The Provider Workbook is delivered and reviewed.
 - If the provider chooses to enter the Paths to QUALITY system as a Level 1 provider, they will receive a Level 1 decal.
 - If the provider chooses to request an immediate rating visit, they will not receive a decal until after the rating visit has been completed.
- The CCR&R will mail the provider the Enrollment Letter.
- The CCR&R Coach assesses the provider’s next steps:
 - If the provider requests an immediate rating visit, the Readiness Checklist must be completed before contacting the Rater
 - If the provider is Level 1, a Level Advancement Plan will be developed to assist the provider in moving through the standards.
- After a Level Advancement Plan is developed, the CCR&R Coach will work with the provider to assist them in moving through the different level standards.
- When a provider feels they are ready for a Rater visit, the CCR&R Coach will complete the Readiness Checklist and alert the Rater, if appropriate, that the provider is ready for a rating visit.
- Providers working with a CCR&R Coach are eligible for up to 25 hours of Coaching per level.
- After a provider has attained Level 3 status, they will be transitioned from the CCR&R to Indiana AEYC to continue the Paths to QUALITY process and achieve Level 4 status and accreditation.
 - Please refer to the *Paths to QUALITY Processes* section in the manual for detailed information regarding coordination between partners during provider transition due to rating increase.

Note: A grandfathered provider with an anniversary date in the first quarter of 2008 can request to have their rating deferred until the second quarter. The deferment date would be 90 days from the date the expiration of their anniversary date.

Accredited Providers

All providers will enter Paths to QUALITY with a Level 1 status. A program that is accredited can request an immediate rating visit and will be required to have a Readiness Checklist completed on site by an Indiana AEYC Coach before a rating visit can be requested. Accredited providers can complete the enrollment process and sign a Memorandum of Agreement at the Introduction Session. The Memorandum of Agreement and Paths to QUALITY enrollment form will be faxed by the local CCR&R to IACCRR who will forward the forms to Indiana AEYC.

Self-Guided Study Provider

Once the provider has attended the Introduction Session, the next step is to submit the Paths to QUALITY enrollment form, Questionnaire and Paths to QUALITY Participation Incentive Choice form to the local CCR&R agency. Upon receipt of these forms, the following steps will be taken:

- The Paths to QUALITY Specialist verifies that the provider is in “good standing”.
- The provider must attend a Required Self-Guided Study Information Session that will focus on information that will help them move through the Paths to QUALITY levels without a CCR&R Coach.

At the Required Self-Guided Study Information Session the following steps will be taken:

- The provider is assigned to the CCR&R Paths to QUALITY Specialist who serves as their contact as they move through the Paths to QUALITY levels.
- The Paths to QUALITY Memorandum of Agreement is signed by both parties.
- The provider will receive the Paths to QUALITY Participation Incentive, Provider Tool Kit, Level 1 Certificate, and quarterly CCR&R training calendar.
- The Provider Workbook and level standards are reviewed.
- If the provider chose to enter the Paths to QUALITY system as a Level 1 provider, they will receive a Level 1 decal.
 - If the provider requests an immediate rating visit, they will not receive a decal until after a rating visit has been completed.
- The CCR&R will mail the provider the Enrollment Letter.

At this point, the self-guided provider may begin formally working on attainment of Levels.

- The CCR&R will provide 2 hours of technical assistance for each level. When the provider has used up the 2 hours, they will be contacted by the Paths to QUALITY Specialist and advised that they will not be provided any more technical assistance and should consider applying to work with a CCR&R Coach.
- When the provider feels ready for a Rater visit, a completed Readiness Checklist should be completed and submitted to the Paths to QUALITY Specialist. The Raters will be notified, if appropriate, that a rating visit is requested.
- After the Rater visit, the provider will continue working on attainment of the next level, contacting the Paths to QUALITY Specialist for technical assistance when needed.
- When a provider has attained Level 3 status, they will be transitioned from the CCR&R to Indiana AEYC to continue the Paths to QUALITY process and achieve Level 4 status and accreditation.

Level 1 Maintenance

Programs are approved to participate in Paths to QUALITY for 12 months. Re-verification needs to take place by the anniversary of the provider's enrollment date in order for participation to continue. The Annual Visit screen in CCIS will list by month, programs and their anniversary dates. CCR&R agencies will notify the programs in writing 120 days prior to the anniversary date that they need to be re-verified. If a program wishes to remain at Level 1 or is not ready to advance to the next level by their annual due date, the following steps will be taken:

- Three-five days before their anniversary date the Paths to QUALITY Specialist will pull up the provider's record in CCIS. If a Level 2 Level Rating Request is open, it will be terminated and a new LAMP opened for Level 1. The specialist will click "Paths to QUALITY Specialist Approved Request" box to trigger the re-verification for Level 1.

Re-verifications for Level 1 do not require a rater visit, but are approved by the Office of Early Childhood and Out of School Learning (OECOSL).

Once the OECOSL approval appears in CCIS, the Specialist will send a Paths to QUALITY Maintenance Letter, new decal and certificate to the provider.

Level 2 Maintenance

Providers who participate in Paths to QUALITY will be rated annually to ensure continuous compliance of all the levels they have achieved. Once a provider has received a Level rating, it is expected that they will continue to stay in compliance with all the standards for that level and as well as the standards from any lower levels.

A provider who has successfully attained Level 2 will be visited yearly by the Raters, on the anniversary of the date of the achievement of their current level, to verify that they are still in compliance. The following will take place:

- The Paths to QUALITY Specialist will receive notification 90 days prior to the anniversary date.
- The Paths to QUALITY Specialist will verify that the provider is in "good standing".
- The Paths to QUALITY Specialist will notify the provider of the upcoming annual inspection and offer technical assistance.
- The Paths to QUALITY Specialist arranges for the Readiness Checklists to be completed. For Coached providers this will mean an on-site visit to complete the checklist. Self-guided providers will complete the checklist and mail it to the CCR&R.
- The Paths to QUALITY Specialist will alert the Rater when the provider is ready for the visit.
- At this point, the Rater will be responsible for contacting the provider and arranging the annual inspection.

APPENDIX C

Step by Step Procedures

for Transition from Level 3 to Level 4

(Rev. Aug. 2010)

Once the child care provider has obtained a Level 3 status the Indiana Association for the Education of Young Children (Indiana AEYC) will begin to provide services. The services provided will assist the child care provider in maintaining Level 3 as well as accreditation and moving to Level 4. Services will include direct contact through mailings, e-mails, phone contacts and on-site visits. Additionally, an accreditation resource packet, which includes appropriate accreditation brochures and applications, will be mailed or emailed to the child care provider depending on their preference.

Paths to QUALITY Level 3 Procedures

Indiana AEYC Program Development Director/Paths to QUALITY Specialist will daily monitor the Paths to QUALITY Database for newly certified Level 3 Child Care Facilities. The following procedures will be followed:

- Obtain MOA and Paths to QUALITY Enrollment Form from IACCRR;
- Assure that the child care facility is in “good standing” by printing the Paths to QUALITY enrollment screen (documents eligibility for services) which indicates “good standing” documentation from the Paths to QUALITY Database and forward with the MOA and Paths to QUALITY Enrollment Form for the Paths to QUALITY Level 3 File to the Indiana AEYC Coach. (Refer to Loss of Good Standing procedures). The Indiana AEYC Coach will contact the facility for congratulatory/introductory purposes, etc., issue a congratulatory/introductory letter and if necessary, resource packet.
- A copy of the MOA and Paths to QUALITY Enrollment Form will also be provided to the Accreditation Project Assistant to set up facility file;
- Paths to QUALITY Level 3 Child Care Facility information will be emailed to the Indiana Accreditation Senior Director, appropriate Indiana AEYC Coach and the Accreditation Project Assistant.

Indiana Accreditation Senior Director/Indiana AEYC Coach will:

- Review historical records in the Paths to QUALITY Database for all compliance issues; this is an on-going procedure meaning prior to any contact, the Paths to QUALITY Database should be checked for compliance issues;
- Review historical records for general knowledge and informational background of child care facilities Paths to QUALITY experience.

Transition from Level 3 to Level 4/Maintenance of Level 3

Support for Paths to QUALITY will begin once the child care facility has attained a Level 3 status. The services provided will assist the child care facility in maintaining Level 3 as well as moving to Accreditation and Level 4.

As child care facilities move through Paths to QUALITY, they may experience ups and downs in their progress, including level decreases or increases.

When a facility's level decreases to a Level 1 or Level 2, the Indiana AEYC Coach will be responsible for bringing the rating visit to closure and to initiate the transition to the other partnering agency. The exception to this would be the issuance of incentives or level awards. This responsibility is specific to each Paths to QUALITY partnering agency's contract with OECOSL and will need to be coordinated between the Paths to QUALITY partners for the child care facility.

Also critical to a smooth transition is ongoing communication between the Paths to QUALITY partners. Through the signed MOA, the child care facility agrees to the sharing of information between Paths to QUALITY partners. However, in the event the **Indiana AEYC Coach is asked to provide information to a Non-Paths to QUALITY Partner a release of information must be secured from the child care facility.**

Immediately upon assignment (within three to five working days) the assigned Indiana AEYC Coach will:

- Call or email the child care facility to congratulate them on their accomplishments and share/verify that they will/ have received information on the Level 3 incentive award (non cash) and the Level 3 decal;
- Review with the child care facility the Paths to QUALITY Memorandum of Agreement and capture the child care facility's preference in going through Paths to QUALITY with an Indiana AEYC Coach or on a Self-Guided Study basis;
- Explain the support (financial and technical) available to the child care facility in pursuing accreditation and moving to Level 4. The support includes:
 - Explanation of the approved accrediting bodies, applicable to their setting;
 - The purchase of the accrediting body self study/assessment materials;
 - The development and support for a plan of action which will lead the child care facility to accreditation;
 - Purchase of support materials/equipment to meet the plan of action and national accreditation criteria (dollar amount determined at a rate of \$25 per child per licensed capacity up to \$3,000 for licensed Child Care Centers/unlicensed registered Ministries and \$25 per child per licensed capacity up to \$400 for Family Child Care Homes);
 - Financial support for the cost in applying for accreditation
- Determine with the child care facility the appropriate national accreditation body for its child care setting;
- Share with the child care facility that a resource packet will be sent;

- Secure the child care facility's preference for receiving the resource packet and other information by mail or email and document in database and on the facility's Paths to QUALITY Enrollment form;
- Mail or email the congratulatory/introductory letter and resource packet to the child care facility;
- Share various methods for the child care facility, upon earning accreditation, to peer mentor other child care facilities (Refer to Peer Coaching Procedure in Appendix).
- Document in the Paths to QUALITY database all child care facility support in the following increments:
 - Less than 15 minutes = 0
 - 15 minutes = .25
 - 30 minutes = .50
 - 45 minutes = .75
 - 60 minutes = 1.0
- Begin discussion regarding development of the Plan of Action/LAMP (Paths to QUALITY Database).
- Child care facility support is provided through email, phone or on site visits.
- **A total of 20 hours of quality advising will be provided.**

30 Day Follow Up

The Indiana AEYC Coach will conduct a follow-up phone call within 30 days of the mailing of the Resource Packet to:

- Confirm receipt of the packet and answer any questions;
- Document if the child care facility is interested in Quality Advising or Self-Guided;
- Document the child care facility's intent on moving forward with a national accreditation process; and
- Discuss and schedule an on-site visit – scheduling of the first on-site visit should take into consideration the need for assistance of the child care facility and the annual Paths to QUALITY date. The first on- site visit should be completed 4 months prior to the facilities next annual visit date.
- Discuss the development of a Plan of Action/ LAMP to assist the child care facility in maintaining Level 3, moving to accreditation or moving to Level 4.

On-site Visit

Six months prior to the annual Paths to QUALITY visit date, the Indiana AEYC Coach will contact the child care facility to schedule an on-site visit to prepare for and assist in the maintenance of the Level. This on-site visit must occur no later than four months prior to the Paths to QUALITY annual visit date. At this time, the annual requirements and training needed to meet the Paths to QUALITY professional education and development standards should be discussed.

During and upon completion of the on-site visit, the Indiana AEYC Coach will:

- Review the Paths to QUALITY Memorandum of Agreement with the Director/Lead Caregiver;
- Confirm that Paths to QUALITY Levels 1, 2, and 3 has been maintained;
- Observe and evaluate (again, Levels 1,2, and 3 must be maintained) the child care facility's program using the appropriate nationally accrediting body's self-study tool;
- Assist the child care facility in developing a Plan of Action/LAMP that will lead them to accreditation;
- Assist the child care facility, if applicable, in completing the provider support materials/equipment order form to meet the Plan of Action/LAMP. Materials/equipment ordered are to support the child care facility in meeting the national accreditation criteria;
- Assist the child care facility in completing the funding application form for support with accreditation fees;
- Review and finalize all application forms for completeness including certification statements and assurances of conditions of participation for funding through the Indiana Accreditation Project;
- Secure the signed agreement, from Director of accredited Licensed Child Care Center/Registered Ministry or Lead Caregiver of Licensed Child Care Home, to mentor another program involved in quality improvement;
- Continue to provide quality advising (up to 20 hours) as needed in order to maintain Levels 1,2, and 3 and to move to Level 4;
- Inform child care facility to submit written documentation of accreditation to the Indiana AEYC Coach;
- Notify the Indiana Accreditation Senior Director upon receipt of documentation of accreditation of child care provider;
- Visit annually child care facilities on Paths to QUALITY Level 3 and complete the readiness checklist verifying compliance with Paths to QUALITY Levels 1, 2, and 3;
- Continue to contact the facility on a quarterly basis.

Self-Guided Study Support

Child care facilities that choose not to have Quality Advising hours will be maintained on the caseload of the appropriate regional Indiana AEYC Coach. Child care facilities in the self-guided study process will not receive any quality advising hours or on-site visits. The assigned Indiana AEYC Coach will provide technical assistance and support (**up to 2 hours**) via the phone and email regarding resources, professional development opportunities and updated accreditation information. On a quarterly basis the assigned Indiana AEYC Coach will contact the child care facility and update their status related to Paths to QUALITY. When the child care facility believes it is ready for a rating, the Indiana AEYC Coach will make a visit in order to verify readiness.

Processing Procedures

Upon receipt of the accreditation application forms the Indiana AEYC Accreditation Senior Director in conjunction with the appropriate Indiana AEYC Coach will:

- Review and approve the Plan of Action and the final child care provider support material form request and initiate the ordering of indicated materials/equipment;
- Submit to the appropriate accrediting body the child care facilities application form. Inform child care facility of action taken and request child care facility to contact Indiana AEYC upon receipt of the materials/equipment. Once materials/equipment are received, the Indiana AEYC Accreditation Senior Director will notify the Indiana AEYC Coach for scheduling an on-site verification visit;
- Continue to provide support to the child care facility by assisting in implementation of the Plan of Action/LAMP, which may include, but is not limited to, plans for training, plans for formal professional development, conducting training, meeting with Director/Owner or staff, and other program enhancements necessary, to meet accreditation standards up to and through the completion of the accreditation process;
- Send notice to the State (through database) affirming accreditation of the child care facility;
- Issue congratulatory greetings and Level 4 cash recognition award to the child care facility upon receipt from the State authorizing payment. The one-time cash award for a Licensed Child Care Home is \$500 and \$1500 for a Licensed Child Care Center/Registered Ministry. All award letters and checks will be issued on Paths to QUALITY letterhead and with the appropriate logos. Copies of all checks and award packets will be copied and maintained in the providers file. (Refer to Maintenance and Recognition Awards Payment Procedures in Appendix);
- Secure signed agreement of Director of accredited Licensed Child Care Center/Registered Ministry or Lead Caregiver of Licensed Child Care Home to mentor other programs in quality improvement. (Refer to Peer Mentoring Procedures in Appendix).

Facility Support for Maintenance of Level 4 and Accreditation

Six months prior to the annual Paths to QUALITY visit date the Indiana AEYC Coach will contact the child care facility to schedule an on-site quality advising visit four months prior to the Paths to QUALITY annual visit date to prepare for and assist in the maintenance of the Level. At this time the annual requirements and training needed to meet the Paths to QUALITY education and annual in-service training standards should be discussed.

Indiana AEYC Coaches will contact the child care facility on a quarterly basis to ensure maintenance of the Level and national accreditation, and the child care facility's provision of Peer Mentoring activities. Child care facilities at Level 4 will be visited annually by an Indiana AEYC Coach who will complete a readiness checklist to verify compliance with Levels 1, 2, 3, and 4. The annual visit should be conducted 4 months prior to the Paths to QUALITY annual verification visit.

The Indiana AEYC Coach will:

- Confirm that Paths to QUALITY Levels 1,2,3, and 4 has been maintained;

- Observe and evaluate (again, Levels 1,2, 3, and 4 must be maintained) the child care facility's program using the appropriate nationally accrediting body's observation tool and Paths to QUALITY Readiness Checklist;
- Assist the child care facility in reviewing and, if necessary, updating the plan of action for accreditation maintenance purposes;
- If appropriate, based on the date of last scholarship for materials and equipment, assist the child care facility in completing the provider support materials/equipment order form to meet the Plan of Action. Materials/equipment ordered are to support the child care provider in maintaining the national accreditation criteria;
- Assist the child care facility in completing the funding application form for support with accreditation fees.

A child care facility that has maintained Level 4 and maintains accreditation by an approved national accrediting body will be eligible for financial support and technical assistance. However, financial support for equipment and materials is available to an accredited facility only 18 months prior to the accreditation expiration date. The amount of financial support is based on need and the number of children per license capacity and includes support for the self study process, the validation/endorsement phase, and material/equipment needed to meet the accreditation criteria. The amount of financial assistance is \$25 per child up to a maximum of \$400 for Family Child Care Homes and \$25 per child up to a maximum of \$3,000 for Licensed Child Care Centers/Registered Ministries. Additionally, upon approval from the State the annual award for maintaining Level 4 will be issued in the amount of \$300 for Licensed Child Care Home and \$1000 for Licensed Child Care Center/Registered Ministry.

APPENDIX D

Step by Step Procedures for Raters

(Rev. Aug. 2010)

The CCR&R Paths to QUALITY Specialist or the Indiana AEYC Coach will notify the rater through the Paths to QUALITY database, RCCS, that the provider is ready for the inspection. Rating visits will take place within 30 days of the initial rating request date.

- The Rater will verify that the provider is in “good standing”.
- The Rater will contact the provider by phone within 48 hours, schedule the assessment, send a confirmation letter verifying the date and time of the visit and a “What to Expect” letter to the provider.
- The Paths to QUALITY standards are assessed through the observations of the classroom environment, review of documentation and interview.
- At the conclusion of a rating visit, the provider will receive written documentation from the Rater of the level recommendation that will be made to the Office of Early Childhood and Out of School Learning.
- Should there be any non-compliance issues that prevent a level certification, the provider will receive a written report identifying these insufficiencies.
- After a Rater verification visit has occurred, the provider will be notified, in writing, of their level determination by the Office of Early Childhood and Out of School Learning.

Failure to Maintain Level Status at Annual Visit

- The Rater will notify the Office of Early Childhood and Out of School Learning of the provider’s failure to maintain level status through the Paths to QUALITY database.
- The CCR&R or Indiana AEYC will be alerted through the Paths to QUALITY database that the provider failed to maintain their Level status. They will also be notified of the insufficiency(s) that exists and the 90-day timeline to correct the insufficiency(s).
- If the insufficiency(s) result in an additional classroom observation, the CCR&R Paths to QUALITY Specialist or the Indiana AEYC Coach will request a 2nd rating visit through the Paths to QUALITY database to indicate that the provider has corrected the insufficiency(s). The Rater will then schedule a 2nd visit to recheck the insufficiency(s) within 30 days, or no later than 120 days from the 1st rating visit.
- At the 2nd visit, the Rater will only check to see that the insufficiency(s) has been corrected and/or the classroom that required additional observation.
- The Rater’s findings will be reported back to the Office of Early Childhood and Out of School Learning for approval.
- OECOSL will review the Rater’s recommendation.

Failure to Obtain Increase at Level Increase Rating Visit

- The Rater will notify the Office of Early Childhood and Out of School Learning of the provider's failure to obtain level increase status through the Paths to QUALITY database, RCCS.
- The CCR&R or Indiana AEYC will be alerted through the Paths to QUALITY™ database that the provider failed to obtain their Level increase status. They will also be notified of the insufficiency(s) that exists and the 10-day timeline to correct the insufficiency(s).
- The Rater will receive the documentation from the provider via mail, email or fax.
- The Rater will verify if the documentation that is submitted by the provider meets the Paths to QUALITY standard by comparing the documents with the unmet standards.
- The Rater's findings will be reported back to the Office of Early Childhood and Out of School Learning.
- OECOSL will review the Rater's recommendation.

APPENDIX E

Provider Professional Development Requirements

Paths to QUALITY™ Provider Professional Development Requirements (8/01/2013)					
Current Licensing Professional Development Requirements					
Center Director	Center Teaching Staff	Ministry Director	Ministry Teaching Staff	Home Licensee	Home Staff
<ul style="list-style-type: none"> - Bachelors Degree in ECE or EI. ED with kindergarten endorsement; OR Bachelor degree in any field w/ 15 credit hours in course work related to the needs, skills, development or teaching methods of children 6 yrs and under; OR a Bachelor degree with a CDA; OR Associate Degree in ECE plus 3 years experience in a child care program - Have 12 clock hours of in-service training annually 	<ul style="list-style-type: none"> - Lead Caregivers must have Current CDA; OR Bachelors in ECE, EI ED. w/ Kindergarten endorsement; OR Bachelors in any field that includes 15 credit hours in course work related to the needs, skills, development or teaching methods of children 6 yrs and under; OR Associate degree in ECE OR have eight additional in-service training hours per year appropriate to the age group with which the caregiver is working, enroll in one of the educational programs listed above within one year of becoming a lead caregiver and provide documentation showing successful completion of at least six credit hours per year. - All caregivers must have a high school diploma or GED - Have 12 clock hours of in-service training annually 	Licensing not required	Licensing not required	<ul style="list-style-type: none"> - Has, HS Diploma, or GED plus completed or enrolled or agrees to complete CDA within 3 years; or has completed 12 college credits in ECE or similar field. - Completes Safe Sleep training 	Not specified
Level 1 Professional Development Requirements					
Center Director	Center Teaching Staff	Ministry Director	Ministry Teaching Staff	Home Licensee	Home Staff
<ul style="list-style-type: none"> - Meets licensing requirements 	<ul style="list-style-type: none"> -Meets licensing requirements 	<ul style="list-style-type: none"> - Meets VCP requirements - Obtains a CDA within 3 years of beginning Paths to QUALITY - Completes Safe Sleep training - Receive at least 12 clock hours of educational or in-service training annually 	<ul style="list-style-type: none"> - Meets VCP requirements - Receive at least 12 clock hours of educational or in-service training - Receives Orientation within 30 days of hire 	<ul style="list-style-type: none"> - Meets licensing requirements 	<ul style="list-style-type: none"> - Meets licensing requirements

Level 2 Professional Development Requirements					
Center Director	Center Teaching Staff	Ministry Director	Ministry Teaching Staff	Home Licensee	Home Staff
<p>- Meets Level 1 requirement</p> <ul style="list-style-type: none"> - Is a member of a nationally recognized EC organization - Receives orientation and trains staff on Foundations to the Indiana Academic Standards - May be included in the 25% (see right) 	<p>- Meets Level 1 requirement</p> <p>25% have either</p> <ul style="list-style-type: none"> • Current CDA • CDA Equivalent (refer to Paths to QUALITY Provider Education Requirements flowchart) • ECE, CD, or EI Ed degree • Equivalent degree (at least 15 college credit hours in ECE, CD, or EI Ed) • 45 completed non-credit-based training hours (clock hours) leading toward a CDA • 3 completed credit hours in ECE, CD, EI Ed • 3 completed credit hours in any area if individual is enrolled in credit-based ECE, CD, or EI Ed program 	<p>- Meets Level 1 requirement</p> <ul style="list-style-type: none"> - Is a member of a nationally recognized EC organization - Receives orientation and trains staff on Foundations to the Indiana Academic Standards. - Has either <ul style="list-style-type: none"> • Current CDA • CDA Equivalent (refer to Paths to QUALITY Provider Education Requirements flowchart) • ECE, CD, or EI Ed degree • Equivalent degree (at least 15 college credit hours in ECE, CD, or EI Ed) • 45 completed non-credit-based training hours (clock hours) leading toward a CDA • 3 completed credit hours in ECE, CD, EI Ed • 3 completed credit hours in any area if individual is enrolled in credit-based ECE, CD, or EI Ed program 	<p>- Meets Level 1 requirement</p> <p>25% have either</p> <ul style="list-style-type: none"> • Current CDA • CDA Equivalent (refer to Paths to QUALITY Provider Education Requirements flowchart) • ECE, CD, or EI Ed degree • Equivalent degree (at least 15 college credit hours in ECE, CD, or EI Ed) • 45 completed non-credit-based training hours (clock hours) leading toward a CDA • 3 completed credit hours in ECE, CD, EI Ed • 3 completed credit hours in any area if individual is enrolled in credit-based ECE, CD, or EI Ed program 	<p>- Meets Level 1 requirement</p> <p>The lead caregiver:</p> <ul style="list-style-type: none"> - Is a member of a nationally recognized EC organization - Receives orientation and trains assistants on Foundations to the Indiana Academic Standards - Has either <ul style="list-style-type: none"> • Current CDA • CDA Equivalent (refer to Paths to QUALITY Provider Education Requirements flowchart) • ECE, CD, or EI Ed degree • Equivalent degree (at least 15 college credit hours in ECE, CD, or EI Ed) • 45 completed non-credit-based training hours (clock hours) leading toward a CDA • 3 completed credit hours in ECE, CD, EI Ed • 3 completed credit hours in any area if individual is enrolled in credit-based ECE, CD, or EI Ed program 	<p>- Meets Level 1 requirement</p>
<ul style="list-style-type: none"> - At least 50%, including Director, participate in a minimum of 15 hours of in-service training annually 	<ul style="list-style-type: none"> - At least 50%, including Director, participate in a minimum of 15 hours of in-service training annually <ul style="list-style-type: none"> - All staff must be trained on Foundations to the Indiana Academic Standards 	<ul style="list-style-type: none"> - At least 50%, including Director, participate in a minimum of 15 hours of in-service training annually 	<ul style="list-style-type: none"> - At least 50%, including Director, participate in a minimum of 15 hours of in-service training annually <ul style="list-style-type: none"> - All staff must be trained on Foundations to the Indiana Academic Standards 	<ul style="list-style-type: none"> - At least 50%, including Lead Caregiver, participate in a minimum of 15 hours of in-service training annually 	<ul style="list-style-type: none"> - At least 50%, including Lead Caregiver, participate in a minimum of 15 hours of in-service training annually <ul style="list-style-type: none"> - All staff must be trained on Foundations to the Indiana Academic Standards

Level 3 Professional Development Requirements					
Center Director	Center Teaching Staff	Ministry Director	Ministry Teaching Staff	Home Licensee	Home Staff
<p>- Meets Level 2 requirement</p> <p>- May be included in the 50% (see right)</p>	<p>- Meets Level 2 requirement</p> <p>50% have either</p> <ul style="list-style-type: none"> • Current CDA • CDA Equivalent (refer to Paths to QUALITY Education Requirements flowchart) • ECE, CD, or EI Ed degree • Equivalent degree (at least 15 college credit hours in ECE, CD, or EI Ed) • 60 completed non-credit-based training hours (clock hours) leading toward a CDA • 6 completed credit hours in ECE, CD, EI Ed • 6 completed credit hours in any area if individual is enrolled in credit-based ECE, CD, or EI Ed program 	<p>- Meets Level 2 requirement</p>	<p>- Meets Level 2 requirement</p> <p>50% have either</p> <ul style="list-style-type: none"> • Current CDA • CDA Equivalent (refer to Paths to QUALITY Education Requirements flowchart) • ECE, CD, or EI Ed degree • Equivalent degree (at least 15 college credit hours in ECE, CD, or EI Ed) • 60 completed non-credit-based training hours (clock hours) leading toward a CDA • 6 completed credit hours in ECE, CD, EI Ed • 6 completed credit hours in any area if individual is enrolled in credit-based ECE, CD, or EI Ed program 	<p>- Meets Level 2 requirement</p> <p>The lead caregiver:</p> <ul style="list-style-type: none"> - Has at least 12 months experience in a licensed and/or a OECOSL nationally recognized accredited child care setting as a child care provider - Has either <ul style="list-style-type: none"> • Current CDA • CDA Equivalent (refer to Paths to QUALITY Education Requirements flowchart) • ECE, CD, or EI Ed degree • Equivalent degree (at least 15 college credit hours in ECE, CD, or EI Ed) • 60 completed non-credit-based training hours (clock hours) leading toward a CDA • 6 completed credit hours in ECE, CD, EI Ed • 6 completed credit hours in any area if individual is enrolled in credit-based ECE, CD, or EI Ed program 	<p>- Meets Level 2 requirement</p>
<p>- At least 50%, including Director, participate in a minimum of 20 hours of in-service training annually</p>	<p>- At least 50%, including Director, participate in a minimum of 20 hours of in-service training annually</p> <p>- At a minimum, the Lead Teacher receives paid planning time.</p>	<p>- At least 50%, including Director, participate in a minimum of 20 hours of in-service training annually</p>	<p>- At least 50%, including Director, participate in a minimum of 20 hours of in-service training annually</p>	<p>- At least 50%, including Lead Caregiver, participate in a minimum of 20 hours of in-service training annually</p>	<p>- At least 50%, including Lead Caregiver, participate in a minimum of 20 hours of in-service training annually</p>

Level 4 Professional Development Requirements					
Center Director	Center Teaching Staff	Ministry Director	Ministry Teaching Staff	Home Licensee	Home Staff
- Meets Level 3 requirement	- Meets Level 3 requirement	- Meets Level 3 requirement	- Meets Level 3 requirement	- Meets Level 3 requirement	- Meets Level 3 requirement
				Lead caregiver has either <ul style="list-style-type: none"> • Current CDA • CDA Equivalent (refer to Paths to QUALITY Education Requirements flowchart) • ECE, CD, or EI Ed degree • Equivalent degree (at least 15 college credit hours in ECE, CD, or EI Ed) 	
- Meets Accreditation Requirements	- Meets Accreditation Requirements	- Meets Accreditation Requirements	- Meets Accreditation Requirements	- Meets Accreditation Requirements	- Meets Accreditation Requirements

Appendix F

Current Accreditation Professional Development Requirements

Current Accreditation Professional Development Requirements (8/01/2013)					
Center Director	Center Teaching Staff	Ministry Director	Ministry Teaching Staff	Home Licensee	Home Staff
NAEYC	NAEYC	NAEYC	NAEYC	NAEYC	NAEYC
- Bachelors degree with 9 credit hours administration, leadership or management training AND 24 credit hours in ECE, CD, Elementary or EC Special Ed. OR documents that a plan is in place to meet above requirement within 5 years, OR document relevant training and experience according to NAEYC Alternative Pathway Chart.	- 75% of Teachers must have a CDA or be working on Associate or higher Degree in ECE/CDFS, EC Special Ed. Or El. Ed with EC Concentration OR have A.S. outside of field plus 3 years experience in NAEYC accredited programs or non accredited programs and 30 hours of relevant training. - 50% or Assistant Teachers and Aides must be working on CDA or equivalent or Associates or higher degree in ECE/CD or equivalent.	- Bachelors degree with 9 credit hours administration, leadership or management training AND 24 credit hours in ECE, CD, Elementary or EC Special Ed. OR documents that a plan is in place to meet above requirement within 5 years, OR document relevant training and experience according to NAEYC Alternative Pathway Chart.	- 75% of Teachers must have a CDA or be working on Associate or higher Degree in ECE/CDFS, EC Special Ed. Or El. Ed with EC Concentration OR have A.S. outside of field plus 3 years experience in NAEYC accredited programs or non accredited programs and 30 hours of relevant training. - 50% or Assistant Teachers and Aides must be working on CDA or equivalent or Associates or higher degree in ECE/CD or equivalent.	Bachelor degree AND at least 9 credit hours in administration, leadership and management AND at least 24 credit hours in ECE, EC, ELED or ECSE; OR Documents that a plan is in place within 5 years OR document relevant training and experience according to NAEYC Alternative Pathway Chart.	- 75% of Teachers must have a CDA or be working on Associate or higher Degree in ECE/CDFS, EC Special Ed. Or El. Ed with EC Concentration OR have A.S. outside of field plus 3 years experience in NAEYC accredited programs or non accredited programs and 30 hours of relevant training. - 50% or Assistant Teachers and Aides must be working on CDA or equivalent or Associates or higher degree in ECE/CD or equivalent.
NAFCC	NAFCC	NAFCC	NAFCC	NAFCC	NAFCC
N/A	N/A	N/A	N/A	-The initial current CDA OR 90 clock hours completed within 3 years prior to submitting the accreditation documentation. The training must include a minimum of 15 hours in each of at least three of the five accreditation content areas. Training or Education hours may consist of: workshops of two hours or less (up to 28 hours); classes or workshops taught by the candidate (up to 18 hours); up to 10 hours of non-contact training; comprehensive training from a recognized agency or organization proficient in child care provider education; Bachelor's degree from an accredited college or university may be substituted for up to 45 hours.	- Substitutes must have current first aid and pediatric CPR training. - Assistants must meet substitute qualifications to be left alone with children.

Center Director	Center Teaching Staff	Ministry Director	Ministry Teaching Staff	Home Licensee	Home Staff
NECPA	NECPA	NECPA	NECPA	NECPA	NECPA
<p>- Bachelors degree in ECE, CD, Social Work, Nursing or related field OR 4 courses in CD and ECE plus 2 years experience as teacher in appropriate age group OR have a national competency based credential and 3 years experience in appropriate age group AND the NAC OR a course in Early Childhood Administration OR A course in Business Administration OR at least one year of on the job training in an administrative position in an EC program.</p> <p>- Have at least 30 clock hours per year of job related continuing education in the first year of employment and 24 clock hours of training in each year thereafter</p>	<p>- At least 1 licensed/certified/credentialed lead teacher with a an undergraduate degree in ECE, CD, Social Work, Nursing or related field OR 4 courses in CD and ECE plus 1 year experience as teacher in appropriate age group OR have a national competency based credential and 2 years experience in appropriate age group</p> <p>- Teacher assistants and aides must have a high school diploma or GED AND a national competency based credential such as the CCP, the CDA or equivalent with 6 or more months experience in child care OR comparable college level child development courses with 6 or more months experience in child care</p> <p>- Have at least 30 clock hours per year of job related continuing education in the first year of employment and 24 clock hours of training in each year thereafter</p>	<p>- Bachelors degree in ECE, CD, Social Work, Nursing or related field OR 4 courses in CD and ECE plus 2 years experience as teacher in appropriate age group OR have a national competency based credential and 3 years experience in appropriate age group AND the NAC OR a course in Early Childhood Administration OR A course in Business Administration OR at least one year of on the job training in an administrative position in an EC program.</p> <p>- Have at least 30 clock hours per year of job related continuing education in the first year of employment and 24 clock hours of training in each year thereafter</p>	<p>- At least 1 licensed/certified/credentialed lead teacher with a an undergraduate degree in ECE, CD, Social Work, Nursing or related field OR 4 courses in CD and ECE plus 1 year experience as teacher in appropriate age group OR have a national competency based credential and 2 years experience in appropriate age group</p> <p>- Teacher assistants and aides must have a high school diploma or GED AND a national competency based credential such as the CCP, the CDA or equivalent with 6 or more months experience in child care OR comparable college level child development courses with 6 or more months experience in child care</p> <p>- Have at least 30 clock hours per year of job related continuing education in the first year of employment and 24 clock hours of training in each year thereafter</p>	<p>- Bachelors degree in ECE, CD, Social Work, Nursing or related field OR 4 courses in CD and ECE plus 2 years experience as teacher in appropriate age group OR have a national competency based credential and 3 years experience in appropriate age group AND the NAC OR a course in Early Childhood Administration OR A course in Business Administration OR at least one year of on the job training in an administrative position in an EC program.</p> <p>- Have at least 30 clock hours per year of job related continuing education in the first year of employment and 24 clock hours of training in each year thereafter</p>	<p>- At least 1 licensed/certified/credentialed lead teacher with a an undergraduate degree in ECE, CD, Social Work, Nursing or related field OR 4 courses in CD and ECE plus 1 year experience as teacher in appropriate age group OR have a national competency based credential and 2 years experience in appropriate age group</p> <p>- Teacher assistants and aides must have a high school diploma or GED AND a national competency based credential such as the CCP, the CDA or equivalent with 6 or more months experience in child care OR comparable college level child development courses with 6 or more months experience in child care</p> <p>- Have at least 30 clock hours per year of job related continuing education in the first year of employment and 24 clock hours of training in each year thereafter</p>

Center Director	Center Teaching Staff	Ministry Director	Ministry Teaching Staff	Home Licensee	Home Staff
ACSI	ACSI	ACSI	ACSI	ACSI	ACSI
<p>A Bachelor's Degree in Early Childhood education/child development (or its equivalent) from an accredited institution OR documents that a plan is in place to meet above requirement OR document relevant training and experience according to ACSI Alternative Pathway Chart AND also has nine credit hours of college course work in administration/business (or its equivalent). The course work includes training in leadership development and supervision of adults.</p> <p>- All staff participate annually in a minimum of 12 documented clock hours of continuing education or professional development related to topics specific to early education.</p>	<p>- Teachers have an associate's degree in early childhood education / child development from an accredited institution OR document relevant training and experience according to ACSI Alternative Pathway Chart.</p> <p>- Assistant Teachers have a state / nationally recognized competency credential.</p> <p>- All staff participate annually in a minimum of 12 documented clock hours of continuing education or professional development related to topics specific to early education.</p>	<p>A Bachelor's Degree in Early Childhood education/child development (or its equivalent) from an accredited institution OR documents that a plan is in place to meet above requirement OR document relevant training and experience according to ACSI Alternative Pathway Chart AND also has nine credit hours of college course work in administration/business (or its equivalent). The course work includes training in leadership development and supervision of adults.</p> <p>- All staff participate annually in a minimum of 12 documented clock hours of continuing education or professional development related to topics specific to early education.</p>	<p>- Teachers have an associate's degree in early childhood education / child development from an accredited institution OR document relevant training and experience according to ACSI Alternative Pathway Chart.</p> <p>- Assistant Teachers have a state / nationally recognized competency credential.</p> <p>- All staff participate annually in a minimum of 12 documented clock hours of continuing education or professional development related to topics specific to early education.</p>	N/A	N/A
COA	COA	COA	COA	COA	COA
<p>- Have Bachelor's degree in CD, ECE or Social Work AND related field experience in EC or ELED.</p>	<p>- Teachers have CDA, CCP, Associates degree in ECE or CD or Bachelor's degree in a related field.</p> <p>- Assistant Teachers and Aides have a high school diploma or GED plus 30 hours of training in relevant child related topics within the first year of employment</p>	<p>- Have Bachelor's degree in CD, ECE or Social Work AND related field experience in EC or ELED.</p>	<p>- Teachers have CDA, CCP, Associates degree in ECE or CD or Bachelor's degree in a related field.</p> <p>- Assistant Teachers and Aides have a high school diploma or GED plus 30 hours of training in relevant child related topics within the first year of employment</p>	<p>- FCC coordinator must have a Bachelor's degree in human services or ECE</p>	<p>- Staff must have a high school diploma or GED plus 45 hours of family child care related training within the last three years AND continuing education and training.</p>



Michael R. Pence, Governor
State of Indiana

Indiana Family and Social Services Administration
402 W. WASHINGTON STREET, P.O. BOX 7083
INDIANAPOLIS, IN 46207-7083

Major Violations Reporting Process

All Coaches and Raters will adhere to the Office of Early Childhood and Out of School Learning's Paths to QUALITY™ policy on reporting Major Violations of the Licensed Home and Licensed Center laws and regulations, Unlicensed Registered Ministry laws and regulations, CCDF eligibility standards, and Voluntary Certification Program (VCP) standards as applicable.

Please refer to your organization's standard operating procedures for steps to follow when a major violation is observed.



Michael R. Pence, Governor
State of Indiana

Indiana Family and Social Services Administration
402 W. WASHINGTON STREET, P.O. BOX 7083
INDIANAPOLIS, IN 46207-7083

APPENDIX G
CHILD CARE CENTERS MAJOR VIOLATIONS
to be reported by
Coaches and Raters to Licensing Managers

Lack of Supervision

- **470 IAC 3-4.7-1 General definitions**
 - ° (24) "Direct supervision" means that qualified caregivers:
 - (A) have all children in sight;
 - (B) are alert to any problems that may occur; and
 - (C) are taking an active supervisory role with the children.
- **470 IAC 3-4.7-48 Child/staff ratios and supervision**
 - ° (a) Child/staff ratios shall be maintained during all hours of operation.
 - ° (e) All children shall be under the direct supervision of a responsible caregiver at all times.
- **470 IAC 3-4.7-2 Licensing requirements**
 - ° (g) The attendance at the child care center shall not at any time exceed the capacity approved by the division.
 - ° (h) The child care center may only provide care to children of the age approved by the division and the DFBS.
- **470 IAC 3-4.7-53 Rest periods**
 - ° (j) Caregivers shall supervise sleeping children and never leave them unattended.
- **470 IAC 3-4.7-70 Water play areas**
 - ° (c) When children swim in any permanently constructed private swimming pool, wading pool, or lake, owned by the child care center, center staff, relatives, parents, or others, while under the supervision of the child care center staff, the following rules apply:
 - (4) Child/staff ratios shall be twice the number required in this rule. The center may count employed lifeguards in child staff ratios.
 - (6) At all times, when children are in the water, staff shall directly supervise children with a minimum of one (1) staff person at pool or lake side and another staff in the water with the children.
 - ° (e) When children are taken to public pools or lakes while under the supervision of the child care center, the following rules apply:
 - (2) Child/staff ratios shall be twice the number required in this rule. A center may count one (1) pool or lake lifeguard in the child/staff ratios for the child care center unless pool or lake policies prohibit.

- (3) At all times, when children are in the water, staff shall directly supervise children with a minimum of one (1) staff person at pool or lake side and another staff in the water with the children.
- **470 IAC 3-4.7-72 Transportation in child care center owned or leased vehicles**
 - ° (B) Maintain child/staff ratios when transporting children, except as in clause (C).
 - ° (C) When transporting more than twelve (12) children on a school bus or Head Start bus to and from school or home, have at least one (1) qualified caregiver not including the driver supervise the children.
- **470 IAC 3-4.7-73 Transportation in other vehicles**
 - ° (B) Maintain child/staff ratios when transporting children.
 - ° (3) Child care center staff shall instruct the driver of each vehicle to do the following:
 - (A) Not leave children in any vehicle unattended.

Administrative Negligence

- **470 IAC 3-4.7-24 Caregiver qualifications**
 - ° All caregivers counted in child/staff ratios shall meet the following qualifications:
 - (1) They shall be at least eighteen (18) years of age.
- **470 IAC 3-4.7-11 Reporting requirements; general**
 - ° (a) The governing body, or others designated to represent the child care center, shall immediately notify the division, in writing, of the following:
 - (16) Any arrest of the director or an employee for either of the following offenses:
 - (A) A felony.
 - (B) A misdemeanor relating to the health and safety of children.
- **470 IAC 3-4.7-12 Reporting requirements; serious occurrences**
 - (a) The center shall verbally report immediately to the affected child's parent and to the division any serious occurrences involving any child. These occurrences include, but are not limited to, the following:
 - (3) Arrest of child care personnel.
 - (4) Alleged abuse or neglect by child care center personnel.
- **470 IAC 3-4.7-13 Reporting child abuse or neglect**
 - ° (f) Staff shall immediately report suspected child abuse or neglect as follows:
 - (1) If the alleged abuse or neglect occurred while the child was under the care of the child care center or the center receives a complaint from anyone regarding possible abuse or neglect of a child by a staff member, they or the director must immediately call the institutional abuse hotline or a law enforcement agency and self-report the suspected abuse or neglect. The statewide institutional abuse phone number is 1-800-562-2407.
 - (2) If the alleged abuse or neglect occurred while the child was not under the care of the child care center, staff shall immediately report suspected abuse or neglect to the county child protective services. The statewide phone number is 1-800-800-5556.

470 IAC 3-4.7-55 Inappropriate discipline

- (a) Any person, while on child care center premises, shall not engage in or direct any of the following actions toward children:
 - (1) Inflict corporal punishment in any manner upon a child's body.
 - (2) Hit, spank, beat, shake, pinch, or any other measure that produces physical discomfort.
 - (3) Cruel, harsh, unusual, humiliating, or frightening methods of discipline, including threatening the use of physical punishment.
 - (4) Placement in a locked or dark room.
 - (5) Public or private humiliation, yelling, or abusive or profane language.

470 IAC 3-4.7-72 Transportation in child care center owned or leased vehicles

- (4) The driver shall comply with the following:
 - (A) Be at least twenty-one (21) years of age and hold a proper license to operate the vehicle.
 - (C) Seat all children in proper safety restraints to comply with IC 9-19-11 while the vehicle is in motion.

Environmental Hazards

470 IAC 3-4.7-70 Water play areas

- (d) In addition, permanently constructed swimming or wading pools located on the premises of the child care center shall meet the following:
 - ° (2) The center must fence in all swimming and wading pool areas and keep the gate locked when the pool is not in use.

470 IAC 3-4.7-106 Heat, light, ventilation, and air conditioning

- (e) The center shall maintain a temperature of not less than sixty-eight (68) degrees Fahrenheit.
- (f) All child care centers initially licensed after the effective date of this rule shall maintain a temperature not more than seventy-eight (78) degrees Fahrenheit.

470 IAC 3-4.7-114 Water supply and plumbing

- (a) The center shall maintain a safe and sanitary water supply.

470 IAC 3-4.7-99 Building maintenance

- The administrator or director is responsible for keeping the building, premises, and equipment in safe repair and structurally sound.
- (k) Staff shall keep exit areas clear of equipment, debris, and other objects at all times.

470 IAC 3-4.7-100 Poisons, chemicals, and hazardous items

- (a) Poisons, chemicals, and any item that states "fatal if swallowed" must be in locked storage and not accessible to children.

IC 12-17.2-4-3.5 Drug testing

- (b) A child care center shall maintain a written policy specifying the following:
 - (1) That the:
 - (A) use of:
 - (i) tobacco; or
 - (ii) a potentially toxic substance in a manner other than the substance's intended purpose; and

- (B) use or possession of alcohol or an illegal substance;
is prohibited in the child care center when child care is being provided.

Infants/Toddlers

470 IAC 3-4.7-128 Infant/toddler room furnishings; general

- (f) All electrical cords shall be inaccessible to children.

470 IAC 3-4.7-131 Infant/toddler equipment; general

- (b) Equipment and play materials shall be durable and free from characteristics that may be hazardous or injurious to infants and toddlers. Hazardous or injurious characteristics include, but are not limited to:
 - ° (1) sharp edges;
 - ° (2) rough edges;
 - ° (3) toxic paint; and
 - ° (4) objects small enough for children to swallow.

470 IAC 3-4.7-141 Infant/toddler sleeping

- (b) Caregivers shall place infants on their backs in their cribs for sleeping.
- (k) Cribs shall be located away from heaters, drafts, and cords from window coverings.

470 IAC 3-4.7-129 Infant room furnishings

- (b) Mesh cribs, mesh play pens, cradles, bean bag chairs, and bassinets of any type are prohibited.

470 IAC 3-4.7-141 Infant/toddler sleeping

Sec. 141. (a) The needs of individual children shall determine the sleeping periods.

(b) Caregivers shall place infants on their backs in their cribs for sleeping.

(c) Only children under thirty (30) inches tall may use a port-a-crib.

(d) Only children under thirty-five (35) inches tall may use a full-sized crib.

(e) The fifty (50) square feet of required space per child includes space for a crib for each infant.

(f) All cribs shall meet the following guidelines:

(1) Cribs shall be of sturdy construction.

(2) There shall be no corner posts higher than one-sixteenth ($\frac{1}{16}$) inch.

(3) There shall be no cut-outs in the headboard.

(4) Spaces between the bars of the crib and between the bars and the end panels of the crib shall not exceed two and three-eighths ($2\frac{3}{8}$) inches

(5) Each crib shall have a firm mattress at least two (2) inches thick that is securely covered with a waterproof material not dangerous to children.

(6) The gap between the mattress and the interior perimeter of the crib shall not exceed one (1) inch.

(g) Full-sized cribs shall meet the following guidelines:

(1) The interior dimension shall be greater than fifty-one and three-fourths ($51\frac{3}{4}$) inches in length, and twenty-seven and three-eighths ($27\frac{3}{8}$) inches in width.

(2) With the mattress support in its lowest position and the crib side in its highest position, the vertical distance from the upper surface of the mattress support to the upper surface of the crib side and end panel shall not be less than twenty-six (26) inches.

(h) Port-a-cribs shall meet the following guidelines:

(1) The interior dimension is smaller than fifty and three-eighths ($50 \frac{3}{8}$) inches in length but not less than thirty-six (36) inches in length, and smaller than twenty-six (26) inches in width but not less than twenty-four (24) inches in width.

(2) With the mattress support in its lowest position, the vertical distance from the upper surface of the mattress support to the upper surface of the crib side and end panel shall not be less than twenty-two (22) inches.

(i) Caregivers shall provide at least three (3) feet of space between cribs when occupied.

(j) Tiered or stacked cribs are prohibited.

(k) Cribs shall be located away from heaters, drafts, and cords from window coverings.

(l) When a child is in a crib, caregivers shall extend the sides to their fullest height.

Additional Federal Rules on Cribs

From the Federal Rule regarding cribs:

CPSC's crib rule includes a standard for full size cribs (16 CFR part 1219) and a standard for non-full-size cribs (16 CFR part 1220). As of June 28, 2011, all cribs manufactured and/or distributed in the United States must comply with the new standards.

Child care programs shall:

- Use compliant cribs (those manufactured after June 28, 2011). The manufacturer's date on the crib is sufficient to prove compliance.
- Have a certificate of compliance on file and available for cribs manufactured before June 28, 2011 that meet the 16 CFR part 1219 or 16 CFR part 1220 as applicable.
- Prohibit the use of drop-side cribs even if it has an "immobilizer" or "fix-it" kit.
- Utilize drop-gate cribs in the securely closed position when in use.



Michael R. Pence, Governor
State of Indiana

Indiana Family and Social Services Administration
402 W. WASHINGTON STREET, P.O. BOX 7083
INDIANAPOLIS, IN 46207-7083

APPENDIX H

CHILD CARE HOMES MAJOR VIOLATIONS

to be reported by Coaches and Raters to Licensing Managers

Lack of Supervision

470 IAC 3-1.1-36.5 Child/Staff Ratios, Capacity, Supervision

470 IAC 3-1.1-39 Swimming

1. **Child/staff ratios** must be maintained within the home with a qualified staff person or volunteer.
2. **Capacity** should not exceed the amount they are licensed for. In the summer months, they must have a +3 certificate to have those 3 additional school age children
3. **Supervision** – within sight or sound at all times, children on same floor as provider, during meal times children must be in providers direct line of sight, children shall not be left alone inside or out unless they are grade one or above and then they may be left alone as long as they are checked every 15 minutes, children must sleep on the same floor of the provider except for their own children, doors remain open while children are sleeping, children under 15 months must be checked every 15 min. while sleeping.
4. When **swimming**, there must be one staff in the pool with the children and an additional staff person outside of the pool to supervise any children not in the pool. The pool must be surrounded by a fence. When not in use, the pool fence/gate must be secured with a lock that requires a combination or a key.
5. Children may not go to or come back from the **bus stop or school** alone.

Administrative Negligence

470 IAC 3-1.1-32 Documentation Requirements

470 IAC 3-1.1-33 Staff Requirements

470 IAC 3-1.1-35 Reporting abuse, injury, illness, death, or emergency event

470 IAC 3-1.1-41 Discipline

470 IAC 3-1.1-40 Transportation

1. No criminal history check for a staff, volunteer, and/or household member
2. **Arrest** and/or conviction of a staff, volunteer and/or household member that has not yet reported to licensing.
3. Failure to report **child abuse/neglect or a death**.

4. **Inappropriate discipline** or discipline inconsistent with their policy. No signed discipline policy in child/parent files.
5. Children **transported in a vehicle** by an unqualified staff person and/or failure to use seatbelts or car seats. Leaving a child unattended in a car.

Environmental Hazards

- 470 IAC 3-1.1-39 Swimming**
- 470 IAC 3-1.1-45 General Environment**
- 470 IAC 3-1.1-46 Fire Prevention**
- 470 IAC 3-1.1-47 Sanitation**
- 470 IAC 3-1.1-48 Safety**

1. **Pools** – must be enclosed by a fence and have a lock (combination or key) on the gate.
2. Shall not have **loose handrails, torn screens, or open windows without screens.**
Fan blades shall not be accessible to children.
3. Home is equipped with **heat (when needed), lights, and ventilation**
4. Kitchen is equipped with **stove, oven, or microwave, a refrigerator, and a sink with hot and cold water in the kitchen area**
5. Children shall not be cared for in a **basement** that does not have a direct exit to the outside.
6. **Exits** shall not be blocked.
7. Shall not have any **gas leaks.**
8. **Poisonous or hazardous materials** shall not be in the reach of children.
9. **Tools** shall not be within children's reach.
10. **Firearms** shall be kept in a locked area that is inaccessible to children.
11. **Drug** use or paraphernalia is prohibited in the child care home when child care is being provided.
12. **Smoking** is prohibited in the child care home or play area during the time children are in attendance. Ashtrays with cigarettes and/or ashes shall not be accessible to children.
13. **Alcohol use** is prohibited in the child care home when child care is being provided.
14. Shall not be **structural damage** to the home.

Infants/Toddlers

470 IAC 3-1.2 Infant and Toddler Care

1. Change **positions of infants** periodically.
2. Each child shall have their own **crib, playpen, or mat** (requires a variance) to sleep on. Each child younger than 24 months has a crib, portacrib, playpen, or bassinet. If a bassinet is used, determine if the parent has either provided or consented to the use of the bassinet.
3. Infants must be held during **bottle feedings** until they can hold their own bottle.
4. **Bottles** shall not be propped.
5. **Safe Sleep practices** shall be followed

- Infants must be placed on their back to sleep.
- Slats of the crib can be no more than 2 3/8 inches apart.
- Mattresses must fit snugly with no more than one inch between the mattress and the side of the crib.
- Never put anything soft, such as pillows, thick blankets, comforters, stuffed animals, or sheepskins in the crib with a sleeping baby.
- Sleeping infants should never be placed on an adult bed, sleeping bag, sofa, pillows, or thick blanket.

Additional Federal Rules on Cribs

From the Federal Rule regarding cribs:

CPSC's crib rule includes a standard for full size cribs (16 CFR part 1219) and a standard for non-full-size cribs (16 CFR part 1220). As of June 28, 2011, all cribs manufactured and/or distributed in the United States must comply with the new standards.

Child care programs shall:

- Use compliant cribs (those manufactured after June 28, 2011). The manufacturer's date on the crib is sufficient to prove compliance.
 - Have a certificate of compliance on file and available for cribs manufactured before June 28, 2011 that meet the 16 CFR part 1219 or 16 CFR part 1220 as applicable.
 - Prohibit the use of drop-side cribs even if it has an "immobilizer" or "fix-it" kit.
- Utilize drop-gate cribs in the securely closed position when in use.

From the Federal Rule regarding play yards:

Effective February 28, 2013, play yards manufactured or imported for sale in the US must meet new and improved federal safety standards (16 CFR 1221).

For play yards:

Side rails should not form a sharp V when the product is folded. This prevents a child from strangling in the side rail.



Michael R. Pence, Governor
State of Indiana

Indiana Family and Social Services Administration
402 W. WASHINGTON STREET, P.O. BOX 7083
INDIANAPOLIS, IN 46207-7083

APPENDIX I

UNLICENSED REGISTERED MINISTRIES MAJOR VIOLATIONS **to be reported by** **Coaches and Raters to OECOSL Registered Ministry Manager**

Critical Violations for All Registered Ministries

Certain violations of IC 12-17.2-6 and IAC 3-4.5 must be reported:

- **Administrative Critical Violations:**

1. Indiana and/or state of residency criminal history and/or Child Protective Index checks have not been completed for one or more staff/volunteers;
2. Staff/volunteers on site who have felony/misdemeanor convictions specified in IC 12-17.2-6-14;
3. Staff/volunteers on site who have substantiation of child abuse/neglect;
4. The ministry failed to report child abuse/neglect or a death of a child that occurred at the facility.

- **Environmental Hazard Critical Violations:**

1. Pool that is not enclosed by a fence and/or have a lock (combination or key) on the gate;
2. Indoor handrails are loose; fan blades, chemicals, and/or other hazardous items, furnace rooms and/or similar areas are accessible to children and provider does not immediately correct;
3. Facility has no heat (when needed), no lights and/or no water;
4. Installed toilets, designated for child care use are non-operational;
5. The basement, if used for childcare, does not have a direct exit to the outside at the opposite end of the basement;
6. Floors above ground level, if used for childcare, does not have a direct exit to the outside, with attached stairs and/or ramp;
7. Exits are blocked and/or exits go through a hazardous area;
8. Facility has a gas leak;
9. Firearms are not locked and inaccessible to children;
10. Structural damage is present that threatens the integrity of the building;
11. Water supply is not safe/sanitary;
12. Septic tank or sewage system is not functioning properly;
13. Children are exposed to asbestos, lead, and/or radon at the facility
14. Furniture/equipment is hazardous and not immediately corrected;

15. Safe sleep practices shall be followed:

Additional Federal Rules on Cribs

From the Federal Rule regarding cribs:

CPSC's crib rule includes a standard for full size cribs (16 CFR part 1219) and a standard for non-full-size cribs (16 CFR part 1220). As of June 28, 2011, all cribs manufactured and/or distributed in the United States must comply with the new standards.

Child care programs shall:

- Use compliant cribs (those manufactured after June 28, 2011). The manufacturer's date on the crib is sufficient to prove compliance.
 - Have a certificate of compliance on file and available for cribs manufactured before June 28, 2011 that meet the 16 CFR part 1219 or 16 CFR part 1220 as applicable.
 - Prohibit the use of drop-side cribs even if it has an "immobilizer" or "fix-it" kit.
- Utilize drop-gate cribs in the securely closed position when in use.

16. Visual evidence of an insect/rodent/vermin infestation.

Critical Violations for Registered Ministries
Accepting CCDF Children

Violations of IC 12-17.2-3.5 Eligibility of a Child Care Provider to Receive Reimbursement through the Voucher Program must be reported if the Registered Ministry receives payment through the CCDF voucher program.

- **Critical CCDF Violations:**

1. Hot and cold water is not available;
2. Working smoke detectors are not present;
3. Children are not directly supervised continually;
4. There is not at least one person present at all times that has a current annual certification in CPR applicable to all age groups of children cared for;
5. All staff/volunteers do not have current first aid certification;
6. A working telephone is not available;
7. Drug test results for staff/volunteers are not available;
8. Staff/volunteers have not received annual TB test;
9. Immunization records for all children are not available;
10. Written emergency plan is not present;
11. Possession of alcohol or an illegal substance.

Critical Violations for Registered Ministries
that have obtained the VCP

Certain violations must be reported if the Registered Ministry has obtained a VCP. Registered Ministries that have obtained a VCP must also follow IC 12-17.2-3.5 (Provider Eligibility Standards above).

- **Critical VCP violations:**

1. Child/staff ratios are not being maintained;
2. Capacity exceeds that recommended by the Division;
3. Staff members counted in ratios are not over the age of 18 and have a high school diploma;
4. Medication is accessible to children;
5. Hot water at children's hand sinks exceeds 120 degrees Fahrenheit
6. Inappropriate discipline practices are being utilized including:
 - a. Inflicting corporal punishment in any manner upon a child's body.
 - b. Hitting, spanking, beating, shaking, pinching, or using any other measure that produces physical discomfort.
 - c. Cruel, harsh, unusual, humiliating, or frightening methods of discipline, including threatening the use of physical punishment.
 - d. Placement in a locked or dark room.
 - e. Public or private humiliation, yelling, or abusive or profane language.

APPENDIX J

Paths to QUALITY™ Brand Guidelines



Brand Guidelines for Vendors

Version 2.0

Developed and Approved by the Paths to QUALITY™

Marketing and Outreach Committee

2012

TO OUR COMMUNITY PARTNERS:

Thank you for your interest in supporting Paths to QUALITY™, Indiana's child care quality and rating improvement system. Research has very clearly shown the important impact of a high quality care and education program on the future success of children, families, and communities. Paths to QUALITY helps families find a high quality child care program that allows them to work productively knowing that their children are safe, healthy, and learning. Your support of this initiative is critical to the ongoing success of the system and to the future achievement of Indiana's children.

Paths to QUALITY is designed to be an easy to recognize symbol of quality child care. These guidelines are designed to ensure common, consistent messaging and branding so that families become knowledgeable of Paths to QUALITY as a trusted resource.

To maximize your investment, please consider the following when utilizing the Paths to QUALITY branding:

- Read this document prior to beginning the design of marketing/outreach materials.
- Submit your materials to the Paths to QUALITY Marketing and Outreach Committee for review. This can be done at any time if you would like feedback during material development. Materials must be submitted for approval before public use.
- Within two business days you will receive feedback from the Committee.
- To submit your materials or if you have any questions, please contact Janet Deahl at the Office of Early Childhood and Out of School Learning.
 - janet.deahl@fssa.in.gov

Again, thank you for your investment in Indiana's children and communities. We look forward to partnering with you for Better Child Care, Brighter Futures.

Who are the Guidelines for?

The Paths to QUALITY™ Brand Guidelines are intended for use by third party organizations who are interested in creating their own Paths to QUALITY marketing materials. The guidelines were put in place to maintain the integrity of the Paths to QUALITY brand and should not be seen as a roadblock to creativity.

Why Branding Guidelines?

*The goal in creating a brand identity is not just surface consistency, but inner coherence.
—Aubrey Balkind*

Branding is the process of creating a clear, consistent message. Successful branding of Paths to QUALITY should lead people to associate the Paths to QUALITY name with the Paths to QUALITY mission. With so many partners involved in the program, brand guidelines are necessary to ensure consistent messaging is used across the board.

The Paths to QUALITY Marketing and Outreach Committee is dedicated to developing a strong organizational identity that will strengthen the Paths to QUALITY brand. This document will serve as a guide on how to use the logo, colors, signatures and other Paths to QUALITY brand assets.

About Paths to QUALITY™

MISSION

Paths to QUALITY is dedicated to supporting the well-being and success of all Indiana children through a statewide system that improves child development and age-appropriate learning experiences, promotes high quality child care, and supports and empowers parents as teachers and decision makers.

OVERVIEW

Research shows that high quality early childhood programs prepare children for future success in school, work and life. From birth through age 3 is the most important time for growth of the human brain. A child's brain develops according to the child's learning experiences, which is why providing high quality child care is so important.

High quality child care programs are essential not only to Hoosier children but also to their families and to the communities in which they live. Parents need stable, high quality care in order to be productive at work. Our school systems need children who are entering school prepared and ready to succeed. Businesses need a high quality work force both now and in the future. High quality child care programs are essential to everyone.

Paths to QUALITY is a system that identifies 4 levels of quality. Each level builds on the foundation of the previous one, resulting in significant quality improvements at each stage. The system rewards providers for ongoing efforts to achieve higher standards of quality.

Level One: Health and safety needs of children met.

Level Two: Environment supports children's learning.

Level Three: Planned curriculum guides child development and school readiness.

Level Four: National accreditation (the highest indicator of quality) is achieved.

GOALS

Elevating community awareness on the importance of quality child care and early education requires a systematic approach which involves:

- Education of parents on the need for quality early education and child care and how to identify and select developmentally appropriate experiences that will help children as they enter school
- Advocacy and public awareness within the community that promotes quality child care standards, child care worker education and its impact on business and economic development
- Development of well-trained qualified child care and early education staff through child care professional training and coaching
- Availability of high quality, affordable child care and appropriate early education experiences for families and children at all socio-economic levels
- Collaboration with other community organizations as well as private businesses and foundations to develop solutions to ensure that all of our community's children will have opportunities to develop to their fullest potential

Visual Identity

LOGO

The logo must not be edited. The logo can be resized, but the logo itself must not be compromised. The following sections outline the framework and proper usage of the Paths to QUALITY logo for all entities within the organization. The consistent use of the elements of communications, including our logo and all trademarks, helps ensure the strength, stability and recognition of the Paths to QUALITY brand. The Paths to QUALITY logo, with its colors and stylized figures supporting one another, expresses the spirit of Paths to QUALITY—striving to provide education, resources and tools to child care providers and families to ensure each and every Indiana child has the opportunity for better child care and a brighter future.

Standard



Grayscale



LOGO USES DO'S AND DON'TS

The following illustrates correct and incorrect logo usage. While not all scenarios are covered, this should give you a good indication of what is acceptable and what is not.

Correct



Incorrect



TAGLINE

Better Child Care. Brighter Futures.

This tagline must accompany the Paths to QUALITY logo at all times.

The tagline may also be used as a headline.

TRADEMARK™ USAGE

The ™ must be used when referring to Paths to QUALITY. When referencing Paths to QUALITY multiple times throughout a document, the FIRST time Paths to QUALITY is mentioned, the ™ should be used. Subsequent mentions do NOT require the ™.

FREE CHILD CARE SEARCH BUTTON

Correct



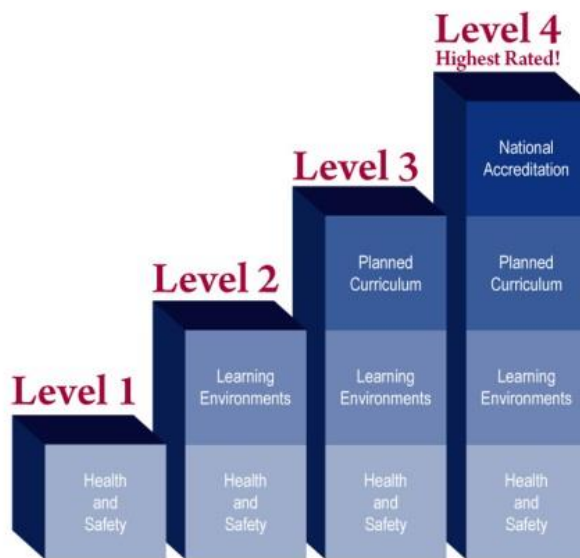
Not Correct



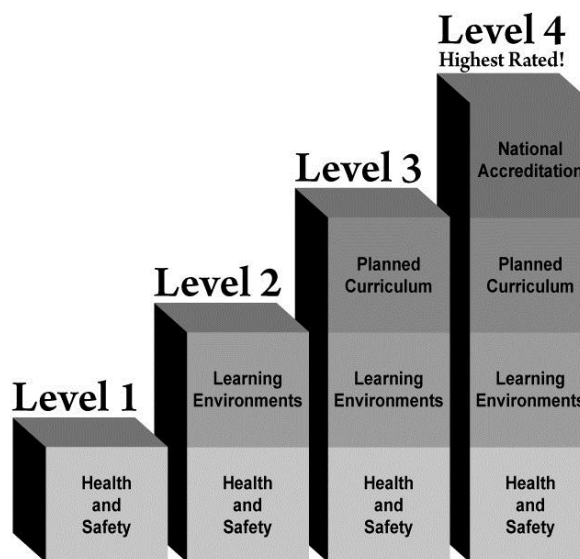
We recommend using the Free Child Care Search button wherever possible. This is the “call to action” that coincides with the brand. It must not be altered in appearance. The Free Child Care Search Button should not be in competition with any other “visual button” and should not be placed alongside other shapes or calls to action. The Free Child Care Search button can be acquired from <http://www.iaccrr.org/default.cfm?page=fccs-button>, where a code will be provided for accurate website placement.

FOUR LEVELS OF QUALITY

When referring to the “Four Levels of Quality” (and their definitions), always use the stair visual as pictured below. You may use either the color or the black and white version, but the image must not be altered otherwise.



Standard



Grayscale

paths to QUALITY

The word QUALITY in Paths to QUALITY must always be capitalized. The acronym “PTQ” is unacceptable for use in marketing materials. To create Top of Mind Awareness, it is important to consistently use the full name of this program.

CO-BRANDING

If another organization or program is promoted alongside Paths to QUALITY and more than one logo is used, it is preferable that the logos be identical in size and that no one logo is larger than the other. It is also preferable that the logos don't appear side by side. In certain circumstances, we may approve placement outside of these parameters.

CONTACT INFORMATION

When directing users to find more information about Paths to QUALITY, use the following contact information:

- 1.) If your marketing is locally focused and your materials are intended for distribution to local populations, use the contact information of your local Child Care Resource and Referral agency along with this website: <http://www.childcareindiana.org>.

For Spanish materials, use the following:

1-866-865-7056

<http://www.childcareindiana.org>

To find your local CCR&R agency, visit <http://iaccrr.org/default.cfm?page=find-my-local-agency>.

- 2.) If your marketing is a broad-based initiative and your materials are intended for distribution across the state, use the following:

Indiana Family and Social Services Administration

Division of Family Resources – Office of Early Childhood and Out of School Learning

402 West Washington Street, W-361, MS-02

Indianapolis, IN 46204-2739

1-800-299-1627

<http://www.childcareindiana.org>

For Spanish materials, use the following:

1-866-865-7056

<http://www.childcareindiana.org>

Under no circumstances should a third party organization use their contact information when directing the consumer to learn more about Paths to QUALITY.

FILES THAT SHOULD BE USED WITH DIFFERENT MARKETING TACTICS

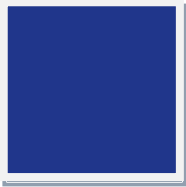
PRINT

EPS, AI or PDF (high resolution, 300dpi) – Print Ready files are high resolution files that should be used when you are printing brochures, banners, ads in newspapers or magazines, billboards or other high quality print.

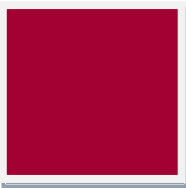
WEB

Typical web-ready files are jpg, png and gif (screen resolution 72dpi). These files are small in size and created for use on the web including websites, social media and email. Make sure all web files are not up-scaled and keep proportions constrained.

COLORS



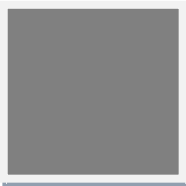
For Main Logo
Dark blue: C:100% M:92% Y:0% K:10%



For Main Logo
Red: C:0% M:100% Y:60% K:37%



For Main Logo
Yellow: C:0% M:27% Y:76% K:0%



For Grey Scale Logo
Light grey: #808080 / R:128 G:128 B:128

TYPOGRAPHY

Below are the recommended fonts that have been used throughout the duration of Paths to QUALITY marketing. These are recommended for body copy. While it would be undesirable to restrict creativity in the marketing process, the Paths to QUALITY Marketing and Outreach Committee does reserve the right to deny a specific font should you choose a font not listed below.

Helvetica Neue

Used for titles, communications, subject headlines, news

Arial Black Bold

Used for all company documentation, communications; headlines and for highlighting key words and phrases

Arial Black

Used for all company documentation, communications

BRAND ASSETS

Images for general marketing materials should include happy, vibrant, young children- preferably actively engaging in learning. Business professionals, parents, grandparents, etc. may also be included depending on the audience, but the child should always be the primary focus. Please keep diversity in mind when using images / photographs of children. You may also use supporting illustrations in addition to the photo to emphasize vibrancy and happiness.

To obtain access to the existing Paths to QUALITY Brand Assets, please email PathstoQUALITYMarketing@iaccrr.org for your user name and password. Please include which partner agency you are working with and what your vision is for marketing Paths to QUALITY.

Social Media

New Facebook pages for Paths to QUALITY should not be created without prior approval. Currently, each individual Child Care Resource and Referral has a Facebook page where marketing Paths to QUALITY is acceptable and encouraged for local initiatives. The Paths to QUALITY program has a Facebook page that focuses mostly on statewide communications.

Paths to QUALITY™ Brand Approval Process

The Paths to QUALITY Marketing and Outreach Committee is happy to provide guidance throughout the marketing material development process. Seeking guidance is recommended. The Paths to QUALITY Marketing and Outreach Committee can be contacted via email at Janet.Deahl@fssa.in.gov.

GET YOUR APPROVALS

The Brand Approval Process ensures that the Paths to QUALITY brand remains intact and recognizable. Following the approval process is mandatory.

Use this process and guidelines for anything that is to be distributed to, viewed by, or presented to the public or third parties, including print and online materials.

Please allow two business days for approval, providing that your materials comply with the guidelines.

APPROVAL QUALIFICATION

When *new* marketing materials are being created, the approval process must be followed. If, however, you are simply placing the Free Child Care Search button on your website or on current marketing materials, following the approval process is not required. Nor is it required if you are using any of the marketing materials provided by the Paths to QUALITY Marketing and Outreach Committee. This includes advertisements or templates, as long as the templates are *not being changed in any way*.

Custom design, advertisements, online initiatives, public relation campaigns, video campaigns, and social campaigns all require submission of content to the Paths to QUALITY Marketing and Outreach Committee.

If you are unsure as to whether or not you are required to go through the approval process, please contact the Paths to QUALITY Marketing and Outreach Committee. This can be done by email at Janet.Deahl@fssa.in.gov.

BRAND APPROVAL

Submit your material for brand approval to the Paths to QUALITY Marketing and Outreach Committee. You can do this by emailing your materials to Janet.Deahl@fssa.in.gov. If discrepancies are found, you will be required to re-submit for approval. We will work quickly and diligently with you to ensure a timely outcome. You should seek brand approval when you believe you are at final artwork stage.

On behalf of the Paths to QUALITY Marketing and Outreach Committee and Hoosier families, thank you for your time and commitment.

APPENDIX K

Approved Accrediting Bodies

Providers who have met Level 3 and are pursuing national accreditation and Level 4 status must work with one of the national accrediting bodies approved by the Office of Early Childhood and Out of School Learning. A process is in place to review and approve accrediting bodies who wish to be recognized in Indiana for purposes of CCDF and Paths to QUALITY™. The OECOSL currently recognizes the following approved accrediting bodies for the Paths to QUALITY™:

Council on Accreditation (COA)

An international organization partnering with human service organizations to improve service delivery outcomes by developing, applying, and promoting best practice standards for programs serving all ages. Accreditation for Early Child Care and Development Services and for After School Programs provided.

National Association for the Education of Young Children (NAEYC)

An international member organization of early childhood professionals acting on behalf of the needs, rights and well-being of all young children, birth to age eight, with primary focus on the provision of educational and developmental services and resources.

National Association for Family Child Care (NAFCC)

A non-profit organization dedicated to promoting quality child care by strengthening the profession of family child care.

National Early Childhood Program Accreditation (NECPA):

An international accrediting organization dedicated to raising early care and education program's quality bar, bringing tangible benefits and experiences to the lives of the children and families they serve.

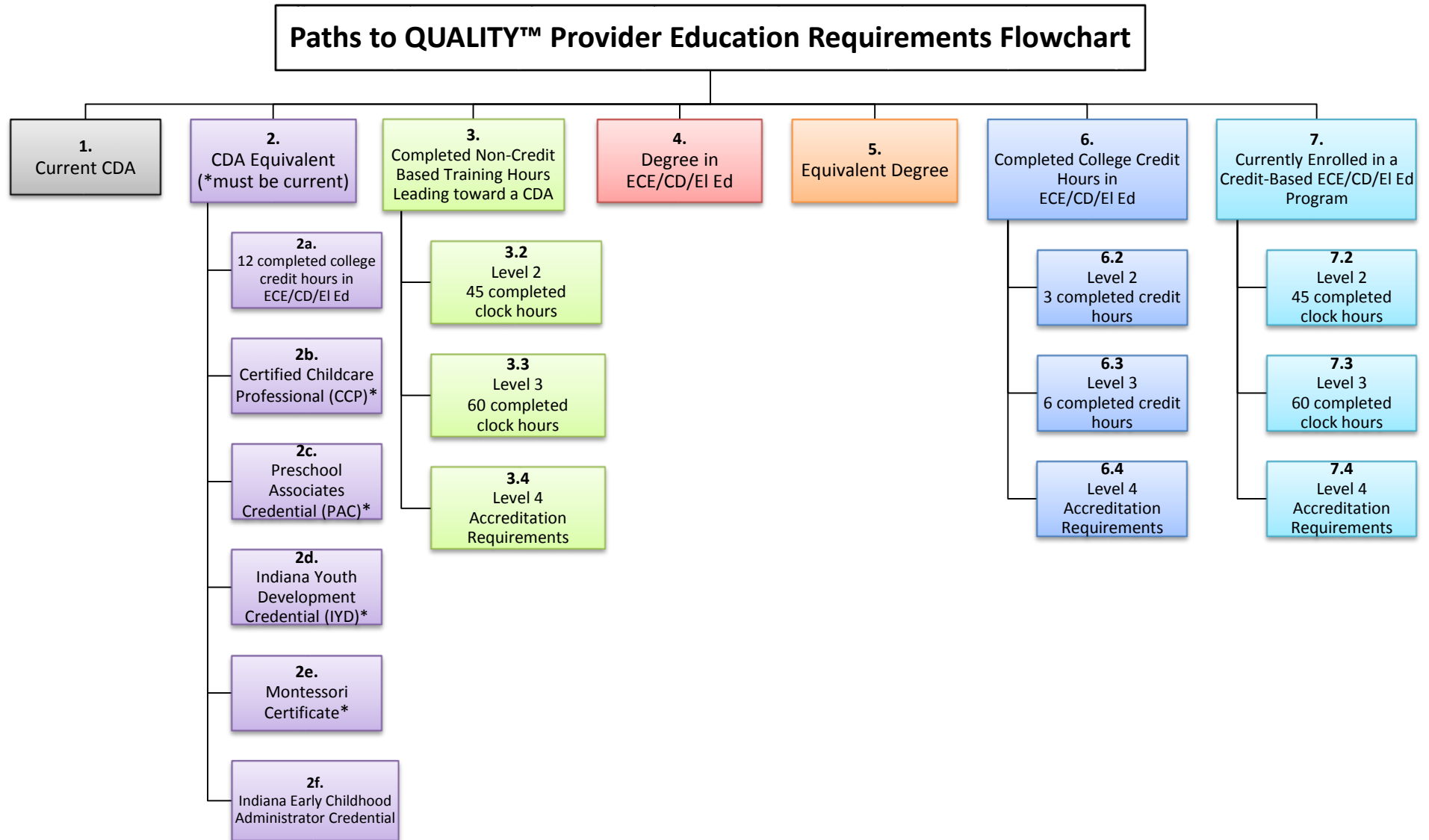
Association of Christian Schools International (ACSI):

A worldwide accrediting organization uniquely dedicated to delivering the message of Christ dedicated to school improvement to assist schools in changing for the better in an orderly and systematic way through accreditation.

National Afterschool Association (NAA):

An accrediting organization of afterschool professionals dedicated to the development, education and care of children and youth during their out-of-school hours

Appendix L
Provider Education Requirements Flowchart



Note: In addition to meeting accreditation requirements, child care home providers (lead caregiver) must have 1, 2, 4, or 5 to meet Level 4 requirements.

Steps to complete an increase in CCDF provider charges after successful Paths to QUALITY™ Level Increase rating

**PTQ Homes and Centers levels 2- 4 and Paths to QUALITY Registered Ministries levels 1-4*

Please follow this procedure if you are requesting an increase to your provider charges for current CCDF vouchers assigned to your location.

- Step 1 Complete a new Provider Information Page for each CCDF family assigned to your location reflecting your new charges for each child(ren)
- Step 2 Make a copy of your PTQ level increase congratulations letter to submit with your Provider Information Page(s).
- Step 3 Submit the PTQ level increase congratulations letter with the completed Provider Information Page(s) to your local CCDF Intake Agent **within 30 days** from the date on the PTQ level increase congratulations letter.
- Step 4 The Intake Agent will have a maximum of 10 business days from receipt of the Provider Information Page(s) and PTQ level increase congratulations letter to complete the voucher adjustment. The Intake Agent will then mail the new vouchers to you.
- Step 5 If the Provider Information Page(s) is not received by the Intake Agent within the required 30 days, the change will only take place at the time of CCDF re-authorization.



FORMS



Education and Training Summary Forms



Professional Development Standards for Homes

- ★ **Level One: Licensed Child Care Home Providers** will be able to meet minimum health and safety standards, and develop and implement basic health and safety policies and procedures. Licensed Child Care Home Providers meet the standards for a level 1 rating provided that the license issued by Family and Social Services Administration (FSSA), the Division of Family Resources (DFR) is current and in good standing. (Indiana Child Care Licensing Regulations may be found online at: <http://www.in.gov/fssa/carefinder/>)

- ★ **Level Two:** All requirements of Level 1 are met. **Lead Caregiver** will have a current CDA or equivalent certificate, OR an early childhood degree or equivalent degree OR have completed 45 clock hours of educational training in early childhood education within the past three years leading to a CDA or an early childhood/ child development degree. Lead Caregiver receives orientation and trains assistants on the *FOUNDATIONS to the Indiana Academic Standards for Young Children from Birth to Age 5*. Lead Caregiver is a member of a nationally recognized early childhood organization.
At least 50% of caregivers, including the lead caregiver, annually participate in a minimum of 15 clock hours of educational or in-service training focused on topics relevant to early childhood.

- ★ **Level Three:** All requirements for Level 1 and 2 are met. **Lead Caregiver** has at least 12 months experience as a caregiver in a licensed child care setting or in a child care setting that is accredited by one of the Office of Early Childhood and Out of School Learning approved, nationally recognized organizations. Lead Caregiver will have a current CDA or equivalent certificate, OR and early childhood degree or equivalent degree; OR have completed 60 clock hours of educational training leading to an early childhood/child development degree or CDA credential within the past three years.
At least 50% of caregivers, including the lead caregiver, annually participate in a minimum of 20 clock hours of educational or in-service training focused on topics relevant to early childhood.

- ★ **Level Four:** Program meets all the requirements for Levels 1, 2, and 3. **Lead Caregiver** has a current CDA or equivalent or ECE degree or an equivalent degree. Accreditation by a Office of Early Childhood and Out of School Learning approved, nationally recognized accrediting body has been achieved and maintained. Lead caregiver volunteers to informally mentor a program at a Level 1, 2, or 3.



Professional Development Standards for Centers

- ★ **Level One: Licensed Child Care Centers** will be able to meet minimum health and safety standards, and develop and implement basic health and safety policies and procedures. Licensed Child Care Centers meet the standards for a level 1 rating provided that the license issued by Family and Social Services Administration (FSSA), the Division of Family Resources (DFR) is current and in good standing. (Indiana Child Care Licensing Regulations may be found online at: <http://www.in.gov/fssa/carefinder/>)

- ★ **Level Two:** All requirements of Level 1 are met. **Director** receives orientation and trains staff on the *FOUNDATIONS to the Indiana Academic Standards for Young Children from Birth to Age 5*. Director is a member of a nationally recognized early childhood organization.
25% of teaching staff, including the Director, have either a Child Development Associate credential (CDA) or equivalent certificate, OR an early childhood degree or equivalent degree, OR have completed 45 clock hours of educational training leading to an Early Childhood/Child Development degree or CDA credential.
At least 50% of teaching staff participate annually in a minimum of 15 clock hours of educational or in-service training focused on topics relevant to early childhood.

- ★ **Level Three:** All requirements for Level 1 and 2 are met. **At a minimum, the Lead Teacher** receives paid planning time. **50% of teaching staff** have either a CDA or equivalent certificate, an early childhood degree or equivalent degree OR completed 60 clock hours of educational training leading to an early childhood/child development degree or CDA credential. At least 50% of teaching staff, including the Director, participate annually in a minimum of 20 clock hours of educational or in-service training focused on topics relevant to early childhood.

- ★ **Level Four:** Program meets all the requirements for Levels 1, 2, and 3. Accreditation by a Office of Early Childhood and Out of School Learning approved, nationally recognized accrediting body has been achieved and maintained. Director volunteers to informally mentor a program at a Level 1, 2, or 3.



Professional Development Standards for Ministries

- ★ **Level One: Unlicensed Registered Child Care Ministries** will be able to meet minimum health and safety standards, and develop and implement basic health and safety policies and procedures. Unlicensed Registered Child Care Ministries meet the standards for a level 1 rating provided that:
The registration issued by the Family and Social Services Administration (FSSA), the Division of Family Resources (DFR) is current and in good standing (Indiana Child Care Licensing Regulations may be found online at <http://www.in.gov/fssa/carefinder/>);
The director has completed a Child Development Associate credential (CDA) or early childhood degree or equivalent degree OR the director of the ministry agrees to obtain a minimum of a CDA within three years of beginning Paths to QUALITY™ and shows progression towards completion each year;
The director of the ministry completes a Office of Early Childhood and Out of School Learning approved training on the practice of safe sleep and reducing the risk of SIDS in child care;
and **staff members** receive orientation within 30 days of being hired.

- ★ **Level Two:** All requirements of Level 1 are met. **Director** receives orientation and trains staff on the *FOUNDATIONS to the Indiana Academic Standards for Young Children from Birth to Age 5*. Director is a member of a nationally recognized early childhood organization. Director has a current CDA or equivalent certificate, OR an early childhood degree or equivalent degree.
25% of teaching staff have either a CDA or equivalent certificate, OR an early childhood degree or equivalent degree, OR have completed 45 clock hours of educational training leading to an EC/CD degree or CDA credential.
At least 50% of teaching staff, including the Director, annually participate in a minimum of 15 clock hours of educational or in-service training focused on topics relevant to early childhood.

- ★ **Level Three:** All requirements for Level 1 and 2 are met. **At a minimum, the Lead Teacher** receives paid planning time.
50% of teaching staff have either a CDA or equivalent certificate, OR an early childhood degree or equivalent degree, OR have completed 60 clock hours of educational training leading to an early childhood/child development degree or CDA credential.
At least 50% of teaching staff, including the Director, annually participate in a minimum of 20 clock hours of educational or in-service training focusing on topics relevant to early childhood.

- ★ **Level Four:** Program meets all the requirements for Levels 1, 2, and 3. Accreditation by a nationally recognized accrediting body, approved by the State, has been achieved and maintained. Director volunteers to informally mentor a program at a Level 1, 2, or 3.



Documentation of Coursework for College Students Enrolled in Early Childhood / Child Development Degree Programs

Highlighted sections should be completed by the student's Paths to QUALITY™ Coach.

Employee /Student Name	Place of Employment / Program name		License number				Date
College/University Name	Degree or Credential Program		Course(s) Start Date (MM/DD/YY):				Course(s) End Date (MM/DD/YY):
Course title	Course number	# of credit hours	# of weeks completed	# of weeks in semester	% completed	Clock hour equivalence (1 credit hour = 16 clock hours)	Course instructor's signature/date*
Signature of Paths to QUALITY Coach_____							*By signing this form, I indicate that, to the best of my knowledge, this student is attending classes.



In-Service Training Summary Form

Record in-service training information on this form.

You must maintain documentation (which may include certificates, transcripts, or other appropriate evidence) for all trainings logged.

***Type of Training may include:** Technical assistance/coaching from other organizations, CDA/College Courses, CACFP, State/Regional Conferences, Workshops, Videos (maximum of 4 hours), Training by Consultants/ Director, Licensee/Designated Facilitators, or Independent Reading/Study (maximum of 2 hours). *Coaching and technical assistance hours as provided by Paths to QUALITY™ system Coaches do **not** count toward in-service training requirements; however, coaching/technical assistance hours provided by other organizations are acceptable.*

Date of Training	Trainer & Training Organization	Title of Training	Focus Area**: I/T SA D/LC	Type of Training*	CEU's Awarded	Record Total Number of Clock Hours in Each Area					
						Administrative / Managing Program Operations <i>(including, but not limited to, business courses, computer classes)</i>	Positive Classroom Management & Discipline <i>(including, but not limited to, social/emotional growth/development)</i>	Developmentally Appropriate Practices & Curriculum <i>(including, but not limited to, establishing productive relationships with families; providing appropriate learning environment; commitment to professionalism)</i>	Observing & Advancing Children's Development <i>(including, but not limited to, principles of child growth & development; observing & recording children's behavior; children with special needs, advancing children's physical and intellectual growth)</i>	Health, Safety, Sanitation & Nutrition	Other
Totals in the past 12 months											
Totals in the past 2 years											
Totals in the past 3 years											

****FOCUS AREA LEGEND:** I/T = Infant/Toddler SA = School-Age D/LC = Director/Lead Caregiver -- *If training covers one of these areas, please add appropriate code*



**The FOUNDATIONS to Indiana Academic Standards for Young Children from Birth to Age 5
Training Summary Form**

Name of Person Receiving Training: _____

Position (check the most appropriate title as it applies to you):

- ☐ Lead Caregiver, Family Child Care Home
- ☐ Child Care Center Director
- ☐ Child Care Ministry Director
- ☐ Other (please specify)

- ☐ Assistant Caregiver, Family Child Care Home
- ☐ Lead or Assistant Teacher, Child Care Center
- ☐ Lead or Assistant Teacher, Child Care Ministry

Type of Training: Orientation to the FOUNDATIONS

Content of Training: See attached outline or agenda

Date of Training: _____ Number of Clock Hours: _____

Name of Trainer: _____ Trainer's Position: _____

Training Organization: _____

Credentials of Trainer/Training Organization: _____

Please attach a certificate of attendance and an outline of the training (or agenda) to this form.



Independent Study Summary Form

Date Study Completed: _____

Name: _____

Position: _____

Type of Training (circle one): Video Article

Source (include Title, Author/Publisher, and Publication Date):

Please provide summary of the article or video, including at least 3 main points or ideas.

What ideas from the article or video are you planning to implement into your classroom or program? Please list at least 3 (Optional).

I hereby certify that the independent study listed above represents the actual time/hours I spent on meeting the annual in-service training requirements specified in the Paths to QUALITY™ *Standards for Participation*.

Printed Name

Signature

Total Hours of Independent Study (this activity only): _____



***Paths to QUALITY™* Enrollment Form**

Name of program / family child care provider: _____

Location Address: _____

Mailing Address (if different): _____

Phone: __ (__) _____ Fax: __ (__) _____ E-mail: _____

Preferred Method of communication: ☐ Phone ☐ E-mail

Director Name: _____ Date Attended Introduction Session: _____

PROGRAM TYPE: (Check One):

☐ Licensed Child Care Center ☐ Licensed Family Child Care Home ☐ Unlicensed Registered Child Care

Ministry that is VCP certified, meets CCDF Provider Eligibility Standards and other voluntary standards

Hours of operation: _____ Days per week: _____ Months per year: _____

Describe site (home, church, public school, etc.): _____ Age of program: _____

Capacity: _____ Average daily attendance: _____ Ages served: _____

Number of direct caregivers employed: _____ Number of classrooms _____

Do you serve any children with disabilities? _____ If so, how many children? _____

Are you an accredited site? _____ Name of accrediting body _____

I would like my program to go through *Paths to QUALITY™* (Check one):

☐ With a Coach ☐ On a Self-Guided study basis ☐ I would like to request an immediate Rater visit

(Authorized Signature)

(Date)

Complete and Mail To:

Agency label here

Paths to QUALITY™

Memorandum of Agreement



This is a Memorandum of Agreement entered into between

_____ (child care program / provider) (hereinafter referred to as “provider”) and Paths to QUALITY partners (hereinafter referred to as “partners”) (Indiana Family and Social Services Administration, Office of Early Childhood and Out of School Learning; the Indiana Association for the Education of Young Children; the Indiana Association for Child Care Resource and Referral; TCC Software Solutions; and Purdue University Child Development and Family Studies, College of Consumer and Family Sciences). The purpose of the agreement is to identify the responsibilities and duties of the partners and providers regarding the Paths to QUALITY program.

Pursuant to this agreement the partners agree to offer the following services to providers participating in the Paths to QUALITY program:

- Consultation and technical assistance by phone or email when appropriate and when requested.
- On-site consultation to the program which may include observations of the child care setting, goal setting, feedback and training. (Coached providers only).
- Recognition awards and financial supports as outlined in the Paths to QUALITY guidelines.
- Ongoing evaluation of the Paths to QUALITY system in conjunction with evaluators from Purdue University.

Individuals participating in the Paths to QUALITY process have the right to treatment that is fair and does not discriminate. Federal laws prohibit discrimination in the provision of services based on race, color, national origin, age, sex, disability, or status as a veteran.

Pursuant to this agreement the provider enrolled in Paths to QUALITY agrees to:

- Comply with all voluntary requirements affiliated with the Paths to QUALITY system. Failure to meet voluntary requirements of the Paths to QUALITY program may result in the loss of ability to participate in the program.
- Remain in good standing with the Office of Early Childhood and Out of School Learning with regard to regulatory requirements of the child care program. Failure to remain in good standing status with the Office of Early Childhood and Out of School Learning may result in loss of ability to participate in Paths to QUALITY.
- Notify their Office of Early Childhood and Out of School Learning Consultant, the local Child Care Resource and Referral Agency, and as appropriate the Indiana Association for the Education of Young Children, of any changes to business information (address, director, etc.)
- Consistently and conscientiously strive toward implementing a quality child care program and attaining the Paths to QUALITY level standards.
- Attend, and encourage staff to attend, trainings and professional development opportunities as needed.
- Participate and cooperate with Paths to QUALITY system evaluators from Purdue University, and their agents, as requested.
- Complete an Exit Interview and/or Exit Evaluation should the provider choose to withdraw from the Paths to QUALITY system. At the exit interview/evaluation the provider will be prepared to discuss arrangements for the return of any non cash award or support items received from the partners with a value of \$500 or more.

The provider understands that the following conditions apply to participation in the Paths to QUALITY program:

- Paths to QUALITY partner's staff is required to report abuse, neglect, unsafe circumstances and regulatory violations deemed critical by the Office of Early Childhood and Out of School Learning to the appropriate authorities.
- Provider understands they are solely and voluntarily responsible for any non-regulatory changes implemented within their program as a result of participation in Paths to QUALITY.
- Provider understands that lack of compliance with the Paths to QUALITY standards may result in reduction in level status.
- By signing this agreement, the provider gives written consent allowing information to be shared between partners. Provider understands that Paths to QUALITY partners may be required to share proprietary information. This information will be available to all partners. Purdue University in its role as evaluator has the right to ask for additional information. Other parties requesting provider information must have the written permission of the provider. Each partner will maintain the confidentiality of proprietary information and use proprietary information only and exclusively for purposes related to Paths to QUALITY program. Partners shall maintain the confidentiality of all confidential information and records.
- The rating that the provider receives through the program will be made available to the public on Indiana's carefinder website (www.childcarefinder.in.gov) and through parent referrals from Child Care Resource and Referral Agencies
- If the provider withdraws from the program, non cash award or support items with a value of \$500 or more shall be returned to the Paths to QUALITY program.

The undersigned, being the Provider, or having the specific authority to bind the Provider, to the terms of this agreement, and having read this agreement, and understanding it in its entirety, does hereby agree, both individually and on behalf of the Provider, to abide by and comply with all terms and conditions set forth herein.

Provider Entity Name

Name of Authorized Representative (Must be an authorized officer, owner, or partner)

Signature

Title

Date of Signature

Mailing Address

Director/Lead Caregiver Signature (The individual signing here is the person responsible for the day to day program implementation and is present at the center/home/ministry to oversee and/or participate in the child care program.)

Paths to QUALITY™ Representative

Paths to QUALITY™ Signature Date

**Non-ECE Course -or-
Child Development Associate (CDA)
Credential Equivalent Verification**



A COPY OF THIS FORM SHOULD BE MAINTAINED IN THE PROVIDER'S PERSONNEL FILE

Date: _____

Name of Provider (please print): _____ Position: _____

Name of Director/Owner: _____

Phone Number: () - Fax Number: () -

Email Address (please print clearly): _____

Name of Child Care Facility: _____

License/Registration Number: _____

College/University Name: _____

		OECOSL Approved – to be completed by OECOSL Staff	
Course Number: _____	Number of Credit Hours: _____	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Course Number: _____	Number of Credit Hours: _____	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Course Number: _____	Number of Credit Hours: _____	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Course Number: _____	Number of Credit Hours: _____	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Course Number: _____	Number of Credit Hours: _____	<input type="checkbox"/> YES	<input type="checkbox"/> NO

ATTACH TRANSCRIPT(S)

OECOSL Review & Approval

Signature of OECOSL Licensing/Registration Manager: _____	Date: _____ / _____ /20
--	-------------------------

Requesting Partner Information

Partnering Agency Contact Person (print – first/last name): _____	Date Submitted: _____ / _____ /20
Agency Requesting: _____	

Paths to QUALITY™ **Provider Incentive Choice Form**



CONGRATULATIONS on your decision to participate in Indiana's Paths to QUALITY™. As a participant you are eligible to receive a sign-on incentive which consists of developmentally appropriate and quality enhancing materials for the children in your care.

You may choose from the following options. Please check **ONE** item from **EACH** section.

Section 1: Materials which focus on multicultural awareness and encourage inclusion.

- ☐ Bilingual Colors Floor Puzzle **OR**
☐ Hand Puppet; choose ONE ☐ Duck ☐ Turtle ☐ Frog ☐ Butterfly

Section 2: Material kits which focus on the FOUNDATIONS to the Indiana Academic Standards for Young Children from Birth to Age 5.

- ☐ Science Foundation Kit
 Includes: magnifiers, magnet wand, diggers, dozers, and discover bugs
☐ Visual Arts Foundation Kit
 Includes: foam brushes, roller set, Fiskars scissors, paint scrapers, chubby brushes, and fabric brushes
☐ Music Foundation Kit
 Includes: maracas, rhythm sticks, tambourine stick, sleigh bell, and ribbon wands

Section 3: Book sets containing three books by the same author.

- | | |
|--|---|
| <input type="checkbox"/> Mem Fox (set A) | Titles: <i>The Magic Hat, Whoever You Are, Night Noises</i> |
| <input type="checkbox"/> Mem Fox (set B) | Titles: <i>Koala Lou, Harriet You'll Drive me Wild!, Hattie and the Fox</i> |
| <input type="checkbox"/> Leo Lionni (set A) | Titles: <i>Fish is Fish, little blue and little yellow, the alphabet tree</i> |
| <input type="checkbox"/> Leo Lionni (set B) | Titles: <i>Alexander and the Wind-up Mouse, A Color of His Own, It's Mine</i> |
| <input type="checkbox"/> Lois Ehlert (set A) | Titles: <i>Growing Vegetable Soup, Market Day Feathers for Lunch</i> |
| <input type="checkbox"/> Lois Ehlert (set B) | Titles: <i>Painting a Rainbow, Nuts to You, and Fish Eyes</i> |

This section should be completed upon delivery of Participation Incentive to provider.

By signing below, I acknowledge that I received my Participation Incentive for having enrolled in Paths to QUALITY, Indiana's Quality Rating System for child care settings, on this _____ day of _____, 20_____.

Printed Name: _____ *Signature:* _____

Questionnaire

Name of program / family child care licensee: _____

Address: _____

City: _____ State: _____ Zip Code: _____ County: _____

Phone: () _____ Fax: () _____ E-mail: _____

Director: _____

PROGRAM TYPE (Check One):

☐ Licensed Child Care Center ☐ Licensed Family Child Care Home

☐ Unlicensed Registered Child Care Ministry

1. What is the highest level of education you have completed so far (Check One)?

Major: _____

- ☐ Less than High School diploma
- ☐ High School diploma
- ☐ Some college credits but no degree
- ☐ Child Development Associate Credential
- ☐ Associates Degree (2 yr.)
- ☐ Bachelors Degree (4 yr.)
- ☐ Masters Degree
- ☐ Doctorate

2. Do you belong to any early childhood professional organizations (check each of which you are a member)?

- ☐ IAEYC (Indiana Association for the Education of Young Children)
- ☐ NAEYC (National Association for the Education of Young Children)
- ☐ ACEI (Association for Childhood Education International)
- ☐ NAFCC (National Association for Family Child Care)
- ☐ CEC (Council for Exceptional Children)
- ☐ Community Child Care Provider Organization or Network
- ☐ Other Professional Organization
- ☐ Name of other organization: _____

3. How many early childhood conferences (one day or more) have you attended in the past two years?

- ☐ None
- ☐ 1 day
- ☐ 2 days
- ☐ 3 days
- ☐ 4 days
- ☐ More than 4 days

4. Approximately how many total training hours have you completed during the past 12 months?

- ☐ Less than 12 hours
- ☐ 12 to 23 hours
- ☐ 24 to 50 hours

Paths to QUALITY™

Request for Data Change



Name of Provider / Program:

--

Location Address:

--

City:

State:

Zip Code:

County:

--	--	--	--

License/Registration Number:

--

The provider is entered in the RCCS database on Paths to QUALITY as Level:

☐ 1 ☐ 2 ☐ 3 ☐ 4 (please select one)

☐ The provider is unable to meet Paths to QUALITY standards at the current level and wishes to be changed to Level 1.

☐ The provider is no longer interested in participating in Paths to QUALITY.

Explanation of Request:

Provider's Signature: _____ **Date:** _____

Staff Requesting Change: ☐ CCR&R ☐ IAEYC ☐ TCC ☐ OECOSL

Name:	Date:
-------	-------



Paths to QUALITY™ Sign Compliance Agreement

Business Name: _____ License#: _____

Contact Person: _____

Address: _____ City: _____

Email: _____ Phone: _____

Sign Type: _____ Garden Flag _____ Yard Sign _____ Banner

Level Indicated on the Sign: _____

Coach: _____ Delivery Date: _____

Provider Signature/Title: _____

As a provider enrolled in Paths to QUALITY and a recipient of a Paths to QUALITY sign, I agree to and fully understand the following requirements (initial each line):

_____ The sign/flag/banner must be clearly placed on the property of the facility or family child care home that has been rated. If more than one home or facility is in close proximity, the location of the sign/flag/banner must clearly indicate which program it represents.

_____ Sign/flag/banners are non-transferable and cannot be altered.

_____ The aluminum yard sign may have an information tube and/or clip-on phone number that is removable attached to the sign at the program's expense as long as the Paths to QUALITY logo is still visible.

_____ The garden flag may not have anything attached to it, but an information tube may be placed next to the flag at the program's expense.

_____ The Level 4 banner may not have anything attached to it, but an information tube may be placed next to the banner at the program's expense. The banner should be displayed by hanging on a facility or fence, or stakes may be used to secure it to the ground.

_____ If a provider closes or loses a level, the sign/flag/banner must be removed.

_____ If the sign/flag/banner is misused or altered in any way, the sign will be removed. The Office of Early Childhood and Out of School Learning, the CCR&R staff (including Coaches) and/or Indiana AEYC Coach has the right to remove the sign.

_____ Any stolen, damaged or missing sign/flag/banner must be immediately reported to your Coach and a Sign Replacement Form must be completed within 30 days of loss or damage. Only one replacement of a sign/flag/banner can be made.

7/26/10

Paths to QUALITY™
Sign Loss/ Damage Report



Business Name: _____

License#: _____

Contact Person: _____

Address: _____

City: _____ Zip _____

Email: _____ Phone _____

Sign Type: _____ Garden Flag _____ Yard Sign _____ Banner

Level Indicated on the Sign: _____

Month/Year of Initial Delivery: _____

Coach: _____

Person Completing the Report: _____

Signature/Title _____ Date: _____

A brief description explaining how the signage was lost or damaged:

Is the provider requesting a replacement? _____ Yes _____ No



TALENT RELEASE FORM

I, (print full name)_____ do hereby consent to the reproduction, use and distribution of my photograph, video, interview/quotes/testimonies, or other recordings of me and my likeness for use by the Indiana Family and Social Services Administration, Office of Early Childhood and Out of School Learning and its partners to promote, market, and inform the public about Paths to QUALITY™.

I assign all rights of copyright to such material, without remuneration, to the Indiana Family & Social Services Administration, Office of Early Childhood and Out of School Learning, and its partners in Paths to QUALITY™ releasing these agencies/organizations from any liability arising out of such use of my likeness and words.

Address_____

City/State_____

Phone #_____

E-mail_____

Signature_____

Date_____